

Translating Compound Nouns in User Manuals: A Study of the Strategies Employed in the Rendering of Technical Language



Lone Secher Wingreen Christensen (300722)

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Supervisor: Matilde Nisbeth Jensen

Cand.ling.merc. Engelsk – Tolk/Translator

Department of Business Communication

School of Business and Social Sciences

Aarhus University

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Abstract

This thesis is focused on the translation of compound nouns in user manuals. It is investigated which translation strategies are used for the translation of said compound nouns and the way in which the translators' choice of strategy may end up affecting the comprehensibility of the user manuals in question.

The foundation of this thesis consists of two empirical studies. Firstly, an analysis of the compound nouns found in selected pieces of 10 user manuals for laymen pertaining to electric products. This analysis has the purpose of discovering the strategies which are used in connection with the translation of compound nouns in user manuals. Secondly, a survey meant to test the comprehensibility of selected compound nouns was answered by ninety-nine people. In the survey, the respondents were to select which of two alternatives was the more easily read and understood, one being a compound noun and the other an explanation of the compound noun.

The approach to translation, paradigm and research design which are employed in this thesis are all presented and discussed in chapter 2.

Chapter 3 contains the introduction to the first of the two studies, namely a contrastive translation analysis. In this chapter, the first method, the data and the theoretical basis for a new model of analysis are all introduced. Both the macrostrategies and microstrategies of Anne Schjoldager (2008) are presented in order to be used in the formulation of a new model of analysis later on.

In chapter 4, a model of analysis formulated for the purpose of investigating the choice of translation strategies made in connection with compound nouns in user manuals is presented. Furthermore, the analysis itself is performed in this chapter and the results are presented and discussed. The analysis showed that most of the compound nouns found in the data were either translated in a direct way (54%) or explained (25%). Other strategies had also been employed in the translation of the compound nouns. However, the use of the remaining strategies was far less frequent than that of the two previously mentioned strategies.

Chapter 5, starts out by presenting the method of survey and the survey itself. Furthermore, the results of the survey are presented and discussed. In cases in which it is relevant, the results of the survey are also compared to the results of the analysis conducted in chapter 4. The results of the

survey showed that the respondents tended to prefer a direct form of translation over an explanation. Moreover, the respondents showed a slight tendency to prefer the compound nouns or explanations which came from the data and which had not simply been constructed for the purpose of this study.

In chapter 6, the conclusion to the entire thesis is presented. Firstly, the research questions, which were posed in the beginning of the thesis, are answered. The answers to these questions seem to indicate that translators are generally doing a good job when it comes to the translation of compound nouns and comprehensibility. Secondly, some general comments to the thesis are made. Thirdly, some different ways in which this study might have been approached are considered. Lastly, some future research which may be interesting in connection with the translation of compound nouns in technical language is considered briefly.

This thesis also contains a part about future research which may be inspired by this thesis. There are several aspects to this subject which are still in need of further research and so many new studies might be inspired by this one. It would be interesting to find out what the translators themselves think and do about the translation of compound nouns in user manuals. Furthermore, one might test the comprehensibility of translated compound nouns when they are set in a context or investigate the way in which machine translation affects the comprehensibility of a given text when it comes to compound nouns.

The first study contained in this thesis seems to indicate preference, among translators, to translate in a rather direct way when it comes to compound nouns in user manuals. The second study, a survey, appears to indicate that the respondents agreed that a direct form of translation is, in many cases, a good way of translating compound nouns in user manuals. However, in more complicated instances, another approach seemed to be considered preferable.

Abstract: Characters without spaces: 3,663

1 Introduction

Each year, new words in the Danish language are registered by Dansk Sprognævn (the Danish Language Council), and a great part of these new words tends to be compounds, such as some of the examples from 2013: *fladlusdambrug*, *fotobombe* and *bededame* (Dansk Sprognævn 2013). The same is evident from the Oxford Dictionaries quarterly updates with new words from the English language including compounds like *friend zone*, *feature-complete* and *dumbphone* (Oxford Dictionaries 2013).

This constant development of new words is also taking place within the various fields of technical language. Every time a new part for a machine or a new function for a button is invented, a new designation will most likely follow in order to be able to denote that new invention precisely. For the experts who formulate these new designations, the most important feature of the designations will most likely be precision. However, this may entail stringing quite a few words together. Even though that is not always a problem, especially in a language such as English which tends to keep the words separate, in a language such as Danish, which tends to join the words together, it may represent a problem. This may not be a problem when the receiver of the text is an expert, but it will be when it comes to comprehensibility for laymen. As will be discussed in more detail below, long-winded words will typically be harder for the readers to understand and will end up affecting the comprehensibility of a given text in a negative direction.

This relationship between comprehensibility and compounds is at the heart of this thesis as it will investigate how the translation of compound nouns from English into Danish in user manuals may affect the comprehensibility of the texts in question. Through all of this, we must keep one thing particularly in mind; the *skopos*. A very important part of the *skopos* for any user manual must be considered to be usefulness to the reader. If the reader of a given user manual does not understand said user manual, then it will not have fulfilled its purpose, or *skopos*. Assessing the comprehensibility of the translated compound nouns from the data selected for this thesis, will aid in determining whether the *skopos* of the translated user manuals is generally fulfilled.

A point which makes this piece of research interesting is the difference between the languages Danish and English. Both languages make frequent use of compound nouns, in speech as well as in writing. However, the rules for the formation of compound nouns are very different. In English,

compound nouns are commonly written in more than one word, they may be hyphenated or, in some cases, they may be written as one word (Jakobsen 1992: 33). In Danish, compound nouns are usually written as one word, with or without a hyphen (Jakobsen 1992: 33). This creates some intriguing issues when it comes to translation as the more complicated compound nouns will typically require some kind of change when they are translated. Even though long compound nouns can simply be made with a string of separate words in English, translating this string directly would result in a long Danish word which would most likely be hard to read and understand. Therefore, it will be interesting to see how the translators have translated the compound nouns and how this affects the comprehensibility of the user manuals. The rules of compound formation will be discussed further in section 2.6.1.

Another point which makes the research in this thesis so relevant, is the fact that user manuals must, in general, be considered to be a type of text which is written by experts for laymen. This means that the people who write the user manuals will most likely have in-depth knowledge about the product described in the user manual. However, the readers, or users, will most likely not have this knowledge. If they did, they would not be in need of a user manual. In consequence, the comprehensibility of the original manuals will depend very much on the writer and the comprehensibility of the translated user manuals will depend very much on the translator. Therefore, it is rather interesting to take a closer look at the translation strategies which were employed in the translation of the data selected for this thesis. To do so, this thesis investigates the strategies used in a data set consisting of 10 user manuals for electric products which were meant to be read by laymen. This will be done in order to assess the comprehensibility of the finished product and of translated user manuals in general, in terms of compound nouns. Consequently, this should enable us to establish how the translation of compound nouns affects the usefulness of the user manuals for the readers.

In the following section, some other pieces of research, which have been conducted in connection with compound nouns in technical language, will be presented and discussed in order to give the reader an idea of the current research within this field.

1.1 Literature Review

In this section, previously conducted research in the field of the translation of compound nouns in technical language will be presented and discussed. This must be done in order to place the thesis in the context relevant to the research which will be conducted. Furthermore, it will provide the reader with some basic knowledge of the background and present state of this field of research.

The amount of research conducted on the translation of compound nouns relevant to this thesis is somewhat limited. An advanced search for studies connected to the translation of compound nouns on the Translation Studies Bibliography (using the search words 'compound', 'lexeme' and 'word formation' in 'Keywords') provided only a limited number of research articles of which none were considered truly relevant. Most of the hits provided by the search were articles which did not include either of the relevant languages, Danish and English, in the research; articles which focused on literary translation; articles which were only indirectly about translation or articles which mainly put the focus on machine translation.

Another search for studies connected to the translation of compound nouns on Translation Studies Abstracts (using the search word 'compound' in the category of 'Specialized and Technical Translation') like the previous search, yielded no relevant hits. After having visited other resources which might provide relevant research, it seems that the most recent and relevant research comes from the hands of other Master thesis students.

In her Master thesis on the translation of compound nouns in technical language, Merete Kristine Hvas Drijver (2007), attempts to create a model for analysing and translating compound nouns. This is done by analysing and discussing the differences in how compound nouns are formed in Danish and English, as well as how compound nouns are translated from English into Danish. Furthermore, Drijver (2007) discusses the use of compound nouns in Danish and English technical texts and tries to explain what a translator is required to consider when translating these compound nouns. Lastly, the formulated model was tested by applying it to a selected few compound nouns, with which it turned out to work very well.

Similarly to what was hinted at earlier in this literature review, Drijver (2007) also mentions that there seems to be a knowledge gap in the research on the translation of compound nouns. She states that scholars have discussed the formation and use of compound nouns in Danish and

English but that no one seems to have tried to set up some strategies which can be used in translating them.

In her Master thesis on the translation of compound nouns, Kristin Andreassen (2010) posed the question of whether compound nouns should be paraphrased when they are translated from English into Danish instead of simply being translated directly. The study focuses on compound nouns used in medical language. In the study, 6 Danish doctors were asked to participate and answer a questionnaire about translated compound nouns with and without a context. Firstly, the doctors were to evaluate compound nouns of different lengths, which had been translated from English into Danish, in terms of correctness as well as how readable and understandable they were. In this first part, the compound nouns were not set in a context. Secondly, the doctors were to evaluate small pieces of text containing compound nouns, again in terms of correctness as well as how readable and understandable they were.

The doctors did not always agree on whether the compound nouns could be considered correct, readable or even understandable. However, it did become apparent that the context of the compound nouns was very important as most of the doctors found it easier to read and understand the compound nouns when they had a context. Furthermore, Andreassen (2010) discovered that sometimes it is better to translate directly in order to preserve the meaning but sometimes paraphrasing can be used in order to make the compound noun easier to read and understand.

A research article which may be considered relevant, despite its age, is Arnt Lykke Jakobsen's (1992) article about the translation of compounds from English into Danish and vice versa in technical texts. At first, this would appear to be something which might deal with many of the same problems as this thesis will. However, even though the subject matter is essentially the same, the angle is very different. The article discusses the necessity for a translator to actually understand a compound in full, not just the parts of which it is made, in order to be able to translate it in a suitable way. Moreover, the article touches slightly upon strategies for the translation of compounds, various rules for the formation of compounds and different types of compounds. Jakobsen (1992) investigates whether selected compounds can be translated by the

help of dictionaries and concludes that only very few can and that even if they can, the translation provided by a dictionary may be somewhat imprecise.

From the review of these studies, it seems that we may conclude that a knowledge gap exists as some aspects of the translation of compound nouns in technical language have been studied but, as will be discussed below, even more aspects would appear not to have been studied.

Drijver (2007) created a model for the analysis and translation of compound nouns and made a successful test on selected compound nouns. However, the test of the model was rather limited as only 5 compound nouns, selected for the purpose by Drijver herself, were tested. As the only one of the studies mentioned here, Andreassen (2010) touched upon the issue of comprehensibility as her questionnaires asked the doctors if the translated compound nouns were readable and understandable. However, her research concentrated only on medical texts and involved only doctors. Furthermore, Andreassen's study concentrated on expert-to-expert communication as the target group consisted of doctors, but it would be interesting to see what her results would have been, had the target group consisted of laymen. Finally, Jakobsen (1992) investigated the need for a translator to fully understand a compound noun in order to be able to translate it and found that understanding completely is paramount as the same compounds may have several meanings depending on the context and cannot always be translated by translating the various parts of the compound separately.

These are all studies concentrating on the translation of compound nouns in some form of technical text. However, none of them have focused on which strategies are used in the translation of compound nouns in user manuals and how that in turn ends up affecting the comprehensibility of such a text in relation to laymen.

1.2 Problem Statement and Research Questions

This part of the thesis will present the main research questions posed in this thesis and provide an overall look at how an attempt will be made to answer them.

The aim of this study is to investigate the strategies used in the translation from English into Danish of compound nouns in user manuals. In my thesis, I will attempt to answer the following research questions:

- Which strategies are used in the translation, from English into Danish, of compound nouns in user manuals for laypeople?
- How might the choice of translation strategy affect the comprehensibility?

This will be done by defining and discussing compound nouns and reasons why the translation of them is interesting. Furthermore, a model for the analysis of the strategies in question will be formulated, which will then be applied to the data set of user manuals for laypeople. On the basis of the results of my analysis I will conclude upon the choices regarding strategies. Furthermore, a second study, a survey, will be employed in order to gain a better view of what a lay audience's opinion about compound nouns in relation to comprehensibility is. Lastly, the quality of the strategies chosen will be evaluated with regard to the skopos of the texts.

1.3 Outline of Thesis

This thesis consists of six primary chapters. These are the following; a chapter in which the thesis is introduced, a chapter containing the research paradigm and general approach to translation, a chapter explaining the first study, including the method and the choice of data, a chapter in which the model of analysis will be formulated and in which the analysis will be performed and the results given, a chapter which will explain the second study, including the method of survey and provide the results of said survey along with a discussion of the results. Finally, the results of the studies conducted in this thesis will be discussed in the conclusion along with possibilities for new research and alternative approaches.

Chapter 1, which is the chapter in which the thesis is introduced, contains several different parts. A literature review will aid in providing a sense of where the research in this field is currently at. A problem statement and research questions will state what is to be investigated in this thesis.

Definitions, delimitations, abbreviations and an outline will give the reader a more exact idea of how this thesis is going to take shape.

Chapter 2, the chapter containing the paradigm and approach to translation, will include several different sections. Firstly, this chapter will present the research paradigm and design which will be employed in this thesis. Secondly, this chapter will discuss the skopos theory. Thirdly, the chapter will present theory about the subjects of technical translation, compound nouns and comprehensibility.

Chapter 3, the chapter about methods, will include the method of contrastive translation analysis. This chapter will also present the translation strategies of Anne Schjoldager (2008), which will form the theoretical basis for the model of analysis. Furthermore, it will present the data, the reasons why they were chosen and the process by which they were chosen.

Chapter 4, the chapter which contains the analysis and the results, will start out with the formulation of the model of analysis. This will be followed by the qualitative analysis and the results of the analysis. Lastly, the results will be discussed.

In the chapter about the second study, chapter 5, the method of survey will be presented, the results of the survey will be provided and interesting comments will be considered. Moreover, the results will be discussed and possible connections with the results of the qualitative analysis will be explored.

In the final chapter, chapter 6, the conclusion to the whole thesis will be presented. Along with the conclusion, different approaches to this research will be discussed as well as possibilities for further research in this field.

1.4 Delimitation

In this section, some limits will be set for the research which is presented in this thesis. The research which is found in this thesis will only consider written translation and so no form of oral translation, the issues or theory pertaining to it will be addressed.

Furthermore, this thesis will focus mainly on the strategies which are employed in the translation of compound nouns in user manuals and how the choice of strategy may end up affecting the

comprehensibility of the user manual. This means that issues of correctness of the compound nouns will not be addressed, unless these somehow turn out to affect the comprehensibility. Moreover, the comprehensibility of the user manuals in general will not be assessed, as compound nouns only form a small part of the user manuals.

1.5 Definitions

In the subsequent part of this thesis, some definitions of central concepts will be given in order to provide a common point of departure for the thesis. There are various ways of defining the following concepts, which is why it must be considered very important to provide specific definitions which apply to this thesis in particular. The concepts which will be defined are some of the most significant concepts for this thesis, namely technical language, compound nouns and user manuals.

1.5.1 Technical Language

The field of technical language comprises a very wide variety of different texts and genres, so many in fact that trying to define them all would be a rather lengthy task (Byrne 2012: 27), which is why a rather broad definition of the term will be employed in this thesis. Technical language is often considered to be connected to science (Halliday & Martin 2005: 206), which it often is though not always. Indeed, Moustén claims that technical language may be found in user manuals as well as texts for business and scientific texts (Moustén 2008: 4). As we can see, technical language is something which comes in a lot of different shapes and sizes. However, in order to gain a general sense of what technical language is, we may look to the Longman Dictionary of Contemporary English for help. This dictionary defines technical language as something which the majority of people in general will find hard to understand as it is closely related to one subject in particular (Longman Dictionary of Contemporary English n.d.: A). From this definition, we may gather that technical language is not just one field of language, there are in fact many possibilities. The one thing which seems to define technical language as a whole is that it is specialised. Specialised is here meant in the way that a technical language set adheres to one specific field and cannot necessarily be applied to another field without changing the meaning of the words involved. According to Jakobsen, this also means that words from the general language may have an entirely different meaning when they are used in a technical setting (Jakobsen 1992: 36).

The type of technical language which will be looked at in this thesis is communication between an expert and a layman in user manuals. This kind of text will most likely be written by someone who has extensive knowledge about the product (the expert) and read by someone who knows very little of the product (the layman). This means that this particular type of technical language should perhaps not be as specialised as other types of technical language, which may be written by experts for experts, and that it will probably tend to be mixed with general language.

1.5.2 Compound Noun

In order to provide a viable definition of the compound noun as a concept, firstly an overall definition of the concept of compounds will be given followed by a more specific definition of compound nouns.

Defining compounds in general seems to be a rather difficult task as even the theorists have trouble formulating a precise definition of this concept. According to Bauer, this may be because there are so many different kinds of compounds and ways of forming them in the various languages that it has become almost impossible to encompass them all in one precise definition (Bauer 1978: 54). However, this discussion is not one I will be going further into. For this reason, I will, in this thesis, be employing what Bauer refers to as a 'working definition' (Bauer 1978: 54), meaning that my definition will be broad enough to encompass most compound nouns.

Generally speaking, compounds are words which have been constructed by the use of at least two other words, or rather, lexemes (Bauer 1983: 28). This is a broad definition of the concept. However, it does provide the basic understanding which is needed in order to elaborate and explain further.

Compounds can be formed by combining words, or lexemes, from either the same or different word classes. Some examples of compounds made by combining words from the same or different word classes could be: Snowfall (noun + verb), snowflake (noun + noun) and snow-white (noun + adjective). Indeed, people form new compounds all the time. Normally, these compounds will be immediately understandable in the context (Jakobsen 1992: 29). However, in technical language compounds tend to get rather extensive, which may impede understanding (Jakobsen 1992: 34).

There are several different kinds of compounds, such as compound verbs, compound adjectives and compound nouns. However, in this definition, and in this thesis in general, the focus will be placed on compound nouns.

According to Bauer, compounds which have been made by the use of two nouns are generally considered the 'prototypical type of compound' (Bauer 2006: 722). Furthermore, Jakobsen claims that compound nouns are the type of compound which has the most frequent occurrence in general (Jakobsen 1992: 35).

A compound noun is not necessarily made up of two or more nouns. However, it is to be understood that the compound, no matter the word classes of the lexemes of which it is composed, must have the overall word class of a noun in order to be considered a compound noun or, if it is a case of a longer unit, the compound must act as a noun.

Examples of compound nouns could be the previously mentioned *snowfall* and *snowflake*. But one must keep in mind that compound nouns may be much longer and much more complicated than the ones mentioned here.

In this thesis, the following definition for compound nouns, based on Bauer's definition, will be employed: A compound noun is a lexeme which has been constructed by the use of at least two other lexemes and which acts as a one-lexeme noun. Consequently, the only compound nouns which will be considered in this thesis are compound nouns which have been constructed by the use of two or more words which could stand alone.

1.5.3 User Manual

User manuals come in all kinds of shapes and sizes. As evident from the data, there are several different names for this user aid, some examples are user manual, manual, user guide, instruction book, operating instructions, reference manual, operating manual and instruction manual. In spite of all of these different titles, the essentials behind these are basically the same, which can be seen from the data selected for this thesis. Therefore, in this thesis, the term 'user manual' will be used to denominate this kind of text.

Generally, user manuals tend to contain three basic parts. These are: Basic information about the product, such as which buttons have which function and what the product can make or do; a guide

about how to use the product in the right way in order to achieve the best result; and finally, warnings about what not to do with the product and how it may be dangerous if used in the wrong way (Moustén 2008: 54). Göpferich adds that 'information (especially instructions) should be given in the order in which the user needs it' (Göpferich 2009A: 46).

Longman Dictionary of Contemporary English defines a manual as 'a book that gives instructions about how to do something, especially how to use a machine' (Longman Dictionary of Contemporary English n.d.: B). From this, we may gather that a user manual is a text of varying length, which has the main purpose of helping the user, or consumer, to use the product to which the user manual belongs in the correct way and that the user manual is a text which is written for laymen.

1.6 Abbreviations

In order to avoid multiple repetitions, which will end up making the text unnecessarily long, the following abbreviations have been employed throughout the remaining parts of this thesis:

- ST: Source Text
- SL: Source Language
- TT: Target Text
- TL: Target Language
- CN: Compound Noun

2 Paradigm and Approach to Translation

Chapter 2 will present and discuss the research paradigm and research design which will be employed in this thesis. Then, the concept of equivalence-based translation will be examined and commented on in short. Furthermore, this chapter will take a closer look at the skopos theory, which is very important to this thesis. The rules of the skopos theory will be gone through along with some criticism of the theory and an answer to the criticism will be provided. Moreover, it will cover some theory about technical translation, CNs and comprehensibility. In the section about technical translation we will learn more about how readers should be considered when translating this type of text and about how technical texts stand out from other texts. The section about CNs will go through the ways in which CNs can be formed, how CNs are usually used in technical texts and some points which should be kept in mind when CNs are translated. Lastly, the section about comprehensibility will look at comprehensibility in connection with the skopos theory and CNs.

2.1 Research Paradigm

What is referred to here as a *research paradigm* can be referred to using many other designations, such as ‘worldview’ or ‘epistemologies’ and ‘ontologies’ (Creswell 2014: 6). However, in this thesis, this concept will be referred to as *paradigm* or *research paradigm*, both denoting the same thing.

Indeed, Teddlie and Tashakkori describe a paradigm as ‘a worldview including philosophical and sociopolitical issues’ (Teddlie & Tashakkori 2009: 21). Creswell agrees and describes a paradigm as ‘a general philosophical orientation about the world and the nature of research that a researcher brings to a study’ (Creswell 2014: 6). Making the research paradigm employed in a study explicit is very important to researchers as the research paradigm will affect both the result of the study and the way in which the researcher arrives at the result.

The research paradigm which is employed in this thesis is the pragmatic paradigm. Pragmatism allows the researcher to focus on the problem at hand and affords him or her the opportunity to employ the methods, assumptions, data etc. which will aid in solving the problem (Creswell 2014: 11). Pragmatism is all about ‘what works’ (Teddlie & Tashakkori 2009: 7) and does not concern itself with the ‘either/or choices’ that other paradigms pose (Teddlie & Tashakkori 2009: 8), meaning that a pragmatist is able to pick and choose freely from a wealth of methods and designs in order to find those which will suit the problem or issue being studied. The Translation Studies

scholar, Andrew Chesterman, suggests that a researcher must consider two questions when pondering the use of the pragmatic paradigm – ‘is it true?’ and ‘is it useful?’ (Chesterman 2004: 54) – this goes very well with the ideas of the pragmatic paradigm as it focuses the attention on the problem at hand. Furthermore, according to Chesterman, assuming a pragmatic research paradigm in Translation Studies makes sense if it brings ‘better understanding’, which it most likely will if it ‘appears to be truth-like’ (Chesterman 2004: 54). Although the pragmatic research paradigm is a common choice within Translation Studies, it is not common for the scholars who employ this paradigm to actually specify the fact that they are employing it (Nisbeth Jensen 2013: 59-60). This may indicate a further tendency to focus on the problem in question.

In this thesis, Chesterman’s suggestion will be followed and the pragmatic paradigm will be assumed. As will be shown later on, this coincides very well with the choice of research design as well as methods for this thesis. As can be seen from the above, this paradigm works very well with the research problem in this thesis. This paradigm makes it possible to apply the methods needed to examine the use of translation strategies in connection with CNs in user manuals and the effect on comprehensibility in the way which is wanted in this thesis.

2.2 Research Design

In the following part of this thesis, the research design will be presented. Applying either a qualitative or a quantitative research design are the more traditional choices of research designs, but in recent years, a new phenomenon has gained attention and theory has been developed about it, that is the phenomenon of mixed methods (Teddlie & Tashakkori 2009: 7). According to Creswell, one should not consider qualitative and quantitative approaches ‘polar opposites’ which are detached and cannot be combined, but instead they should be considered to ‘represent different ends on a continuum’ (Creswell 2014: 3). On this continuum, in between quantitative and qualitative, is where the research design known as mixed methods is to be found (Creswell 2014: 3). In this thesis, a research design of mixed methods will be employed. The qualitative and quantitative approaches will be discussed further in the three subsections pertaining to this section.

The research design which would logically follow the choice of pragmatism is mixed methods. Indeed, according to Teddlie and Tashakkori, pragmatism is the ‘philosophical orientation most often associated with mixed methods’ (Teddlie & Tashakkori 2009: 7).

Employing mixed methods instead of simply a qualitative or a quantitative research design is thought to help eliminate most of the ‘weaknesses’ which qualitative and quantitative designs are thought to have when they are employed individually (Creswell 2014: 15). Consequently, using a mixed methods approach should strengthen the research which is conducted and the conclusions made in this thesis. Certainly, this approach only strengthens the research because it is relevant to the research problem, as prescribed by the notions of the pragmatic research paradigm.

More precisely, as the qualitative analysis comes before the quantitative analysis, we are dealing with what Creswell refers to as ‘exploratory sequential mixed methods’ (Creswell 2014: 16). These two parts may be considered to be different studies as they will be conducted independently of each other. The qualitative part, a contrastive translation analysis, will lead to one result which will be independent of the result of the quantitative part, a survey. However, the results of the two empirical studies will be discussed and connected later on.

As was mentioned in the research questions pertaining to this thesis, the purpose of this study is to take a closer look at the translation strategies employed in the translation of CNs in user manuals and the way in which this affects comprehensibility. In my opinion, this calls for an investigation which will only benefit from a mix of qualitative and quantitative approaches.

As previously mentioned, the research in this thesis has been divided into two different parts, namely a qualitative and a quantitative part. The design for the separate parts will be presented in the subsections below.

2.2.1 Qualitative

A qualitative analysis will form the first part of the research conducted in this thesis. Qualitative research is a more recent approach than that of quantitative research and was developed by scholars who did not think that the quantitative approach was sufficient or viable to remain the only approach to research (Teddlie & Tashakkori 2009: 6). Teddlie and Tashakkori define qualitative research as ‘the techniques associated with the gathering, analysis, interpretation, and

presentation of *narrative* information' (Teddlie & Tashakkori 2009: 6). From this, we may gather that qualitative research must go deeper than numbers, it must look into the *hows* and *whys* as opposed to only making conclusions based on figures. This provides us with research which seeks to explain and interpret in depth instead of presenting results based solely on numbers.

In this thesis, the qualitative research will be conducted in the first part of the analysis. This first part is where the model of analysis which will be formulated in chapter 4 will be employed. One might say that if the model of analysis formulated for this thesis is sufficiently precise, then it should not be considered qualitative research when it is used. However, it seems that there is always some measure of subjective opinion involved in this type of analysis and so it seems proper to name this a qualitative analysis.

The qualitative analysis will consist of a contrastive translation analysis, in which the relevant CNs from the data will be analysed and the results of that analysis will be discussed. The method of contrastive translation analysis will be gone through in section 3.1.

2.2.2 Quantitative

Quantitative research is a form which was very common before the development of qualitative research and mixed methods (Teddlie & Tashakkori 2009: 5). Teddlie and Tashakkori define quantitative research as 'the techniques associated with the gathering, analysis, interpretation, and presentation of numerical information' (Teddlie & Tashakkori 2009: 5). From this, we see that quantitative research is mainly based on numbers. This can be very interesting in itself, but it seems appropriate to combine it with qualitative research, which is what is done in this thesis.

The quantitative part will consist of a survey, in which some examples of CNs from the data and their level of comprehensibility will be investigated. It might be said that the qualitative analysis will present a more theoretical view on the subject matter, whereas the survey will ask people what they think. The method of survey will be discussed and explained further in section 5.1.

2.2.3 Recapitulation of Research design

By making use of a mix of the qualitative and the quantitative approaches, this thesis should gain the strengths of both approaches. This means that the conclusions which will be made will be more viable and justified than if the whole thesis had been based on either a qualitative or a quantitative approach.

2.3 Equivalence-based Translation

Equivalence-based translation is a concept which dictates that a TT must be the equivalent of the ST, but in another language (Munday 2009: 185). The notion of equivalence in translation is a quite controversial subject; some scholars dismiss the idea completely while others think that there could be no such thing as translation without equivalence (Munday 2009: 185).

According to Schjoldager, translators are no longer so attentive to the idea of making sure that their translations are perfect equivalents of the STs on which they are based (Schjoldager 2008: 17). A troubling part of the notion of equivalence is that it can be hard to determine and define at which level the equivalence is to be found (Munday 2012: 76). Some think that equivalence should lead to translations which have the same effect in the TL as the ST had in the SL (Munday 2012: 81). However, others believe that an equivalent effect is not enough and that equivalence must also be found with regard to for example words and phrases (Schjoldager 2008: 142). Even though equivalence in translation is a somewhat old concept, it remains a very important concept in Translation Studies even today (Munday 2009: 185).

2.4 Skopos Theory

This theory, which remains a very influential theory in Translation Studies, the skopos theory, was coined in the 1970s by Hans J. Vermeer (Schjoldager 2008: 151). As many scholars mention in their presentation of the skopos theory, 'skopos' is a word from Greek which means 'purpose' (Nord 1997: 27). The meaning of this word is paramount to this theory as it is mainly focused on the purpose of a translation (Byrne 2012: 12).

There may be multiple purposes for a translation – entertainment, information, instruction, reflection and so on. The point of the skopos theory is to take this or these purpose(s) into account during the translation of a text and in fact let the purpose be what 'determines' the way in which a translation is made because it, according to the theory, should aid in finding the best approach (Schjoldager 2008: 152). As previously mentioned, an equivalence-based approach to translation, in which the TT may not vary largely from the ST, used to be the norm (Schjoldager 2008: 90). Even though the skopos theory allows the translator to think of translation in broader terms and consider several ways of translating a text, which would certainly not be considered viable by those scholars who believe in an 'equivalence-based theory' of translation (Schjoldager 2008:

153), it does not mean that a translator who is keeping the skopos of a translation in mind cannot make 'word-for-word translations' (Nord 1997:29). When considering the skopos of a translation, one must remember that the skopos of a given TT may be the same skopos as that of the ST, but not necessarily (Nord 1997: 31). Indeed, Vermeer remarks that even if the skopos of the TT is the same as that of the ST, the translator still cannot be expected to simply transfer the words from one language into another, because the TT is 'primarily oriented [...] towards a target culture situation or situations' (Vermeer 2004: 229). Thus, no matter whether the skopos has changed or not, the target culture and/or language will still be new.

2.4.1 General Rules of the Skopos Theory

The skopos theory is based on six rules which set out some general guidelines for the theory, these rules will be presented below. The rules are as follows:

1. A TT is determined by its skopos (usually referred to as the 'skopos rule')
2. A TT is an offer of information in a target culture and TL concerning an offer of information in a source culture and SL
3. A TT does not initiate an offer of information in a clearly reversible way
4. A TT must be internally coherent (usually referred to as the 'coherence rule')
5. A TT must be coherent with the ST (usually referred to as the 'fidelity rule')
6. The five rules above stand in hierarchical order, with the skopos rule predominating

(Munday 2012: 122)

As stated in rule number 6, rule number 1 is the most important one (Nord 1997: 29). This rule is the one which states the dominant idea of the skopos theory, namely that purpose is key in deciding how to produce a translation.

According to Basil Hatim, the essence of rule number 2 is that 'purpose varies according to the text receiver' (Hatim 2009: 40). Consequently, the receiver of any given text must be taken into consideration when a translation is to be made, in order to be able to decide on a purpose which will enable the translator to translate in the most appropriate way. Furthermore, naming the ST an 'offer of information' puts the TT and its readers in focus; this is a phenomenon which is sometimes referred to as the 'dethronement' of the ST (Nisbeth Jensen 2013: 46).

The 3rd rule of the skopos theory tells us that the skopos of a given TT is not 'clearly reversible'. This means that the skopos of the TT 'may be different from that of the source text' (Reiss & Vermeer 2013: 92). In other words, one cannot always expect the skopos of the TT to be same as the skopos of the ST. Moreover, this means that e.g. a back-translation might not lead to a translation which is similar to the ST.

The coherence rule, which is rule number 4, states that the translation of a text must be done in a manner which makes the TT 'coherent for the TT receivers, given their circumstances and knowledge' (Munday 2008: 80). This means that the receiver must be able to understand the TT, and the TT has to be meaningful in the communicative situation and target culture.

Rule number 5, the fidelity rule, states that there must be agreement between the intentions of the author of the ST, how the translator interprets those intentions and how the information from the ST is produced once again in the TT (Munday 2009: 188).

2.4.2 Criticism

Even though the skopos theory is considered to be very influential when it comes to Translation Studies (Schjoldager 2008: 151), it has also been a target at which quite a bit of criticism has been aimed. Through the years, it has been called such things as 'unethical' and even 'not really a theory in the academic sense of the word' (Schjoldager 2008: 180). According to Schjoldager, perhaps one of the most predominant reasons why some scholars do not consider the skopos theory to be an actual theory is that it is not a hypothesis which is empirically testable (Schjoldager 2008: 181). Some scholars consider the skopos theory more of an idealistic notion of how translations should be done, rather than a theory in its own right because it seems that it cannot be tested empirically (Schjoldager 2008: 181).

The scholars who consider the skopos theory to be 'unethical' claim that promoting the purpose of a text the way the skopos theory does, may mean that translators will think that anything goes as long as the translator makes sure that the skopos of a given TT is fulfilled. This may be problematic because it could result in translations which fulfil irrelevant skopoi. However, this all seems to be based on a common misunderstanding. Namely, the misunderstanding that some make when they assume that the skopos theory tells a translator how to make a translation, which in fact it does not (Nord 1997: 117). According to Schjoldager, one should keep in mind that even though the

skopos theory defines the skopos of a TT as 'a controlling factor', it does not necessarily 'exclude other influential factors' (Schjoldager 2008: 181). Furthermore, Christiane Nord argues that translators should generally be able to present arguments in defence of their translation choices (Nord 1997: 118). So, the skopos theory does not necessarily supply translators with a safety net allowing them to produce any kind of translation as long as they keep a skopos in mind. However, it does provide translators with an ideal of how a translation should be made and some guidelines which may help in reaching that goal.

Furthermore, some claim that the skopos theory is not a valid theory because a translator does not have a specific reader in mind during translation. They claim that a translator will simply translate the contents of a given ST directly, no matter whom the readers are (Vermeer 2004: 233). The statement that a translator does not have a receiver in mind during translation shakes the very foundation of the skopos theory as this opposes everything in this theory. However, Vermeer concludes that the translator will always have some kind of receiver in mind. Irrespective of whether the translation is made for a whole country, there will always be some presuppositions about the readers, no matter if it is consciously done or not (Vermeer 2004: 233).

2.4.3 Answer to Criticism

In connection with this thesis, the claim that the skopos theory is not a valid theory does not seem problematic as it will mainly constitute a general approach to the field of translation and permeate the way in which this field will be viewed in this thesis. The remaining points of criticism mentioned in this chapter, namely that the skopos theory is 'unethical' and that a translator does not have a receiver in mind during translation are perhaps the most interesting points to this thesis. In connection with the criticism of the skopos theory as being unethical, Nord presents the notion of 'loyalty', which represents the 'responsibility translators have toward their partners in translational interaction' (Nord 1997: 125). This means that the personal relations between e.g. a translator and his client will impose certain restrictions on the way in which a given translation is produced. Furthermore, Nisbeth Jensen argues that there cannot be an unlimited number of skopoi for a given text (Nisbeth Jensen 2013: 47), which tells us that translators do not have unlimited choices when they produce translations. The criticism saying that translators do not have a reader in mind during translation, will, to a certain measure, be tested in this thesis as we will see whether the translators of the user manuals appear to neglect to consider

comprehensibility as long as they fulfil the skopos of transferring the needed information from the ST to the TT, or if they are able to keep the readers in mind during this process. However, it should be remembered that we cannot know if the translator has had the reader in mind while translating, we can only draw assumptions based on the findings of this thesis.

2.5 About Technical Translation

Technical language and translation is, as mentioned previously, a field which is composed of a great selection of different types of texts and texts with very different kinds of content. However, there are some things which can be considered common for most technical texts and their translations. This section is going to take a closer look at some of those points, namely distinctive features and the readers. The distinctive features and readers of technical language and translations are important to introduce because they affect the finished texts greatly. The part about distinctive features explains how a technical text will tend to differ from other texts both in form and content. Moreover, the part about the readers will explain how and why readers should be considered in the production of a technical text.

2.5.1 Distinctive Features

Technical translation and technical texts are often associated with scientific translation and scientific texts (Byrne 2012: 2). However, scientific and technical texts and translations are indeed not the same. This does not mean that the two types cannot be joined together in one text, but they do have their own different writing styles, foci and purposes (Byrne 2012: 2). According to Byrne, scientific texts will '*discuss, analyze and synthesize* information with a view to *explaining* ideas, *proposing* new theories or *evaluating* methods', whereas technical texts will '*convey* information as clearly and effectively as possible' (Byrne 2012: 2). This means that technical texts and translations will ultimately seek to pass information on to the reader without analysing it.

As is the case in scientific texts, the subject is paramount in technical texts and translations and this focus on the subject brings some special features with it. Generally, technical texts tend to contain a lot of nouns and very few adjectives; passive constructions are predominant compared to active constructions and the author is usually completely anonymous, resulting in a text with a great focus on the subject and a strong tendency towards objectivity (Norlyk 1994: 25).

According to Lena Munck, technical texts can generally be divided into two different groups; the descriptive texts and the directive texts (Munck 1994: 140). Descriptive texts will tend to be focused on describing a spare part, a function or the structure of an item (Munck 1994: 140). Directive texts often resemble recipes as they tell the reader what to do (Munck 1994: 141).

Furthermore, Munck states that compounds are very common in technical language, CNs in particular but also compound verbs and even compound adjectives (Munck 1994: 165). This is also evident from the data pertaining to this study, which is filled with CNs.

2.5.2 The Readers

According to Byrne, the readers of a technical text or translation can vary a lot as these texts may be aimed at several different readers and may have various purposes. Sometimes the writer or translator will know exactly who these readers are and sometimes the readers will be many different people with different needs and preferences. It does not matter whether a group of readers is defined in a very specific way or if the group consists of many different subgroups, the text or translation should be made for that group or those groups in particular (Byrne 2012: 27).

Byrne describes technical texts as 'task-oriented tools', which are made for particular purposes and must be produced with the readers in mind in order to gain the best result (Byrne 2012: 27). In order to be able to make the best possible text for the readers, Mousten suggests imagining a typical reader (Mousten 2008: 52). This should enable the writer or translator to favour the needs of the readers and produce a text which will help them in the best possible way (Mousten 2008: 52).

When considering the readers of a finished text or translation, there are many different matters to take into account. One must consider whether the readers are experts in the field or laypersons without much knowledge of the field (Byrne 2012: 32). Technical texts can tend to get very specific in their explanations and instructions, which means that the readers of the text must be taken into account in order to make sure that the text is going to be useful and understandable to the readers. For example, experts in a given field will need little or no help understanding a text from the field but people with very little knowledge of the field will perhaps need explanations of different concepts, words which are more easily understood or they may have a need for other considerations to be made in order for them to better understand.

If we consider user manuals more closely as a type of technical text, it seems fair to assume that the readers of such a text may be almost anyone. The audience depends very much on the product, of course. However, if the products described in the user manuals are everyday products, such as coffee machines or lawn mowers, we must assume that almost anyone might read the user manuals that go with them. This means that experts as well as laymen and everyone in between must be considered. Consequently, it seems fair to assume that user manuals should be written and translated in a way which makes them available and understandable for both experts and laymen.

2.6 About Compound Nouns

This part of the thesis will present further theory about CNs. First of all, the ways in which CNs may be formed will be presented and discussed. Second of all, we will take a closer look at CNs in connection with technical language. Last of all, we will consider the translation of CNs and the differences between CNs in English and Danish.

2.6.1 The Formation of Compound Nouns

Compounds can be formed in three different ways: inflection, derivation and compounding (Bauer 1983: 10). In this part of the thesis, the different ways of forming compounds will be considered briefly. Compounds formed by inflection are units which have gained new endings, these endings may signify the number involved as well as the gender or tense of the compound in question (Bauer 1983: 10). However, CNs are not formed in this way, rendering this type of compound irrelevant to this study.

Compounds which are formed by the use of derivation consist of units which have been derived from other units. These derivatives can come in the form of either a compound with a suffix, a prefix or both at the same time (Zola Christensen & Christensen 2012: 39). However, the type of compound which is formed in this manner will not be included in the study either, as this thesis will focus on the most common form of CNs, namely compounds made up of two or more existing words (Bauer 2006: 719).

The third type of compound formation, compounding, is the most interesting type of compound formation for this thesis. Compounding is the type of compound formation which involves connecting two words, existing compounds or one or more of each to each other (Zola Christensen

& Christensen 2012: 38-39). Although one may connect existing compounds to other compounds or simply to words, one must, according to Jakobsen, keep in mind that any compound in question can only be 'analysed as two elements' (Jakobsen 1992: 33). This means that even though it may be possible to split a compound up into for example 4 separate words, there will always be a natural division of the words, which will result in only two units. Furthermore, Jakobsen adds that the order of the units in a compound is always fixed (Jakobsen 1992: 32). Consider for example the word 'houseboat', consisting of the words 'house' and 'boat', this word denotes a boat which is constructed to be lived in. In this case, the words can switch places, which would result in the word 'boathouse', but the meaning will have changed as a boathouse is a house in which boats are kept.

This part of the thesis is meant to provide the reader with a general understanding of how compounds can be formed because the formation of compounds will also play a role when they are to be translated. However, the formation of compounds will not be gone through any further as this thesis is not meant to focus on the formation of compounds, but on the translation of them.

2.6.2 Compound Nouns in Technical Language

Compounds are, according to Leif Becker Jensen, very common in technical language because experts often tend to clarify one concept by adding another concept (Becker Jensen 2001: 145). Furthermore, these compounds are usually CNs because experts generally tend to prefer to let 'nouns specify nouns' and because the style prescribes a tendency to be precise in a short manner (Becker Jensen 1998: 87).

According to Byrne, one will usually achieve the most comprehensible text if one employs 'simple sentence structures and words' (Byrne 2012: 145). As we will see later on in section 2.7.2, compounds are usually considered to work against the general comprehensibility of a given text. Therefore, it seems fair to assume that a translator who chooses to translate compounds from the ST without using compounds in the TT will arrive at the most comprehensible result, assuming that the translator does not complicate the text further in his or her endeavour to avoid compounds. Furthermore, Nisbeth Jensen argues that introducing a compound in the TT when there is not one in the ST will also weaken the comprehensibility of a translation (Nisbeth Jensen 2013: 114).

2.6.3 The Translation of Compound Nouns

During the translation of CNs, one should also keep the differences between the languages in question, in mind. The biggest difference between Danish and English compounds is probably the fact that Danish compounds are usually written as one word, whereas English compounds are usually written as more than one word (Zola Christensen & Christensen 2012: 39). Furthermore, the Danish language features a phenomenon which is not common in the English language. Namely, the phenomenon of the 'joint-s' or 'joint-e' which are letters used to combine 'two elements into a compound' (Jakobsen 1992: 33). In Danish, two elements cannot always be combined into one compound without adding either a joint-s or a joint-e. Consider for example the word 'doghouse' – in English, the two words 'dog' and 'house' can simply be combined to create one compound. However, the Danish translation, 'hundehus', which is a combination of the two words 'hund' (dog) and 'hus' (house) needs a joint-e in order to form one compound. According to Zola Christensen and Christensen, these joining letters should not be considered as carrying meaning in themselves, but rather as a way of connecting units and depicting the border between the two original units (Zola Christensen & Christensen 2012: 41).

2.7 About Comprehensibility

Comprehensibility is about understanding (Longman Dictionary of Contemporary English n.d.: C). Understanding a text is paramount if one is to do what the text prescribes (Nisbeth Jensen 'forthcoming': 1), one cannot fill out an application, take medication according to the patient information leaflet or assemble a closet according to the manual if one does not understand the needed texts. Therefore, comprehensibility is very important in both writing and translating texts.

What is referred to, in this thesis, as *comprehensibility* can be referred to in several other ways, for example 'complexity', 'readability', 'lay-friendliness' or 'intelligibility' (Nisbeth Jensen 'forthcoming': 3). However, in this thesis, the term *comprehensibility* is employed. This choice has been made because the term in question appears to be the best representative of the issue which is treated in this thesis. It covers the issue at hand when it comes to considerations for the readers but does not attach itself to one field like some terms tend to (Nisbeth Jensen 'forthcoming': 3).

According to Nisbeth Jensen, comprehensibility has become an important part of translation due to the fact that laypersons need to and are expected to understand texts on an increasingly difficult level within various areas of knowledge (Nisbeth Jensen 'forthcoming': 1-2). Furthermore,

Nisbeth Jensen claims that comprehensibility in itself must be termed a significant part of the skopos of a translation 'as the opposite – incomprehensibility – would rarely be a relevant skopos' (Nisbeth Jensen 'forthcoming': 2).

In order to achieve comprehensibility in a text or translation, it is thought very important to rid the text or translation almost or completely of 'technical terms' and that only the 'necessary terms' should be included (Nisbeth Jensen 'forthcoming': 10). Compounds, and CNs in particular, are considered to be very hindering when it comes to the comprehensibility of a text because they make the text in question harder to read and understand (Nisbeth Jensen 'forthcoming': 12).

When thinking of the concept of comprehensibility, one can easily make the hasty assumption that a text which is highly comprehensible will also be of great use to the readers. However, Göpferich claims that this is not always the case (Göpferich 2009A: 49). According to Göpferich, particularly texts containing instructions (e.g. user manuals), must also fulfil other requirements. These texts must also be 'complete, correct, conform to legal requirements with regard to form and contents [...]' etc. (Göpferich 2009A: 49). Therefore, we should keep in mind that when assessing the comprehensibility of a text, we cannot always expect a highly comprehensible text to be useful simply because it is comprehensible.

2.7.1 Skopos Theory Revisited

In connection with comprehensibility, the skopos theory should also be remembered. The skopos theory is, as mentioned previously, focused on the purpose of a given translation. The purpose of a translation and the comprehensibility of a translation may be said to be closely connected as comprehensibility must always represent one of the main purposes of a text. If the readers of a given text are unable to comprehend said text, then the text will be unable to fulfil any other purposes it may have. Indeed, Susanne Göpferich also employs the assumption 'that comprehensibility for the intended readership is an important factor of the *skopos* adequacy' (Göpferich 2009A: 31). Thereby, Göpferich shows that she also thinks of comprehensibility and the given skopos of a translation as interconnected. When we consider user manuals in particular, the comprehensibility of such texts is paramount as user manuals are made only to be of help to the readers and if the readers cannot understand the content, then the user manual will be unable to fulfil any purpose it might have had. Therefore, the skopos, or purpose, of the translated user

manuals is very important in connection with the comprehensibility of said user manuals.

Furthermore, according to Göpferich, both translation scholars and translators can agree that in the process of determining the quality of a translation, particularly instructional and scientific translations, the skopos theory is a very important tool (Göpferich 2009B: 1).

2.7.2 Comprehensibility in Connection with Compound Nouns

In specialised texts, there is a definite tendency to employ long strings of words. These strings are very often nominal (Becker Jensen 1998: 86), otherwise known as compound nouns or nominal compounds. Where English tends to use separate words, in Danish the words are usually written as one single word (Becker Jensen 1998: 86). These words can, in Danish, reach a count of as many as 50 letters or more, which results in quite a strain on the comprehensibility (Becker Jensen 2001: 145). The effect of CNs on comprehensibility in English texts is no different. In fact, Veda Charrow warns against the use of 'noun strings' as they 'are difficult for readers to read and understand' (Charrow 1988: 99). Furthermore, Charrow adds that 'unstringing' CNs will usually make it easier for the readers to understand (Charrow 1988: 99), meaning that CNs should be broken up and explained instead of simply being strung together. Specialists often have the need to be very precise in their wording and as the CNs are considered too hard to understand, the result will often tend to be an abbreviation (Becker Jensen 2001: 145). However, the resulting abbreviations will most likely be as inscrutable as the CNs, or worse (Becker Jensen 2001: 145). Therefore, Leif Becker Jensen agrees with Charrow that the best way out of the problem is to break up and explain the CNs. He also adds that the average reader is usually not able to understand more than 2 or 3 concepts at a time (Becker Jensen 2007: 63), meaning that a CN should consist of a maximum of 3 concepts. However, Nisbeth Jensen argues that the context of a given compound will ultimately determine how many concepts can be combined (Nisbeth Jensen 2013: 113). Becker Jensen also states that most Danish specialist compounds can be broken up without any great trouble (Becker Jensen 2001: 145). An example of how a CN can be broken up and explained could be shown with the Danish CN 'virksomhedsanalysemodel' (company analysis model), which can be broken up into 'model til analyse af en virksomhed' (model for the analysis of a company). As we have just seen, breaking the CN up should, according to Becker Jensen, make the CN easier to understand and this process should not be too difficult, which it does indeed not seem to be.

From this part of the thesis, we may draw three important conclusions about comprehensibility and CNs:

- If possible, CNs should be avoided and replaced by explanations.
- If it is not possible to avoid CNs, they should contain no more than 3 concepts at the same time. Although, this depends on the context as some compounds of only 2 concepts can be hard to understand, whereas some consisting of 3 or more can be easy to understand.
- Abbreviations do not solve the problem of CNs and comprehensibility.

Keeping these 3 points in mind, should enable writers of specialised texts to write texts which are easier to comprehend and which in turn will ensure that the message of a given text arrives safely with the receiver.

3 Methods

In chapter 3, first the method of contrastive translation analysis, then the data selection and the translation strategies which will form the basis for the model of analysis, will be presented. The method of contrastive translation analysis will be gone through and explained. In the section about data selection, the way in which the data were selected and the difficulties pertaining to this process will be covered. Next, the macrostrategies and microstrategies of Anne Schjoldager will be presented in order to form a basis for the model of analysis which will be formulated later on in chapter 4.

3.1 Contrastive Translation Analysis

This part of the thesis will present the method which is employed in the qualitative part of this study. According to Teddlie and Tashakkori, 'research methods are specific strategies for conducting research' (Teddlie & Tashakkori 2009: 21) this tells us that we are now dealing with the actual method which is employed in the research. As opposed to the research paradigm and design, the method is not so much a way of viewing the research but more a way of conducting it. Furthermore, Teddlie and Tashakkori add that a method includes '[...] procedures for implementing research design, including sampling, data collection, data analysis, and interpretation of the findings' (Teddlie & Tashakkori 2009: 21). From this we may gather that the method can be regarded as the way in which the research design is actually realised in a given study.

The method which will be used in the analysis of the CNs from the selected data is that of a contrastive translation analysis. The analysis will involve the comparison of the English and Danish versions of the documents involved, namely user manuals. The data and the selection of the data will be commented on and explained further in section 3.2. Furthermore, the analysis will involve the comparison of the English CNs and their translations. Firstly, the CNs from the English part of the data will be picked out and compared to their Danish translations. Secondly, the CNs will be analysed and distributed by the different strategies which will be formulated in the model of analysis in section 4.2. These strategies designate the various ways in which the CNs have been translated and go from a simple transfer of the CN from the ST to the TT, to a deletion of the CN in the TT. The various strategies will be explained further in section 4.2. Thirdly, when the CNs have been analysed and divided by their respective translation strategies, some of the CNs pertaining to

each translation strategy will be singled out and used to exemplify why they have been analysed as they have and show the general characteristics of the CNs translated by the use of the various strategies. Consequently, only a selected few of the CNs will come with an explanation of the analysis. This has to do with the fact that the data contains such a great number of CNs that it would be impossible to explain them all due to the time and space constraints pertaining to this thesis. Fourthly, when the CNs have all been assigned to a strategy and the selected examples have been explained, the number of instances of each strategy will be counted and the numbers will be ready to discuss in the section that will follow.

Below is a table showing the process involved in the contrastive translation analysis.

Step	Task
1	English CNs from data are compared to Danish translations
2	Analysis of translation of CNs and assignment of strategy
3	The analysis of the translation of selected CNs is explained
4	Results of analysis are counted and presented so that these results may be discussed later on

Table 1: Contrastive Translation Analysis

In short, in this analysis I will attempt to show the contrasts between the English ST units and their Danish translations, these will then be grouped according to strategy, the number of instances in each group will be counted and the numbers will be discussed in the section following the analysis.

3.2 Choice of Data

The below section of this thesis will provide some basic information about the data which are studied. Furthermore, it will also present the reasons why this data were selected for this study.

The data which have been selected for this thesis consist of user manuals. All of the user manuals come from different products and different manufacturers. The reason why the user manuals all come from different places and belong to different products is to ensure the greatest possible diversity. In order to end up with a result which provides generalisable knowledge about the subject, it seems necessary to use a wide variety of user manuals instead of using only user manuals from either the same manufacturer or the same type of product.

All of the user manuals which have been selected come from foreign manufacturers. This makes it fair to assume that the English texts were made before the Danish translations. I make this assumption because Danish is a rather 'small' language, meaning that there are relatively few people who speak and understand this language compared to the 'bigger' world languages like Spanish, English and Mandarin. Because there are so few speakers of this language, it might seem less important to translate user manuals into this language compared to other languages. Indeed, many user manuals do not contain a Danish translation at all.

Below is a list of the products and manufacturers of the user manuals which are examined in this study:

	Product	Manufacturer	Country of Origin
1	Tablet	Apple	United States of America
2	Mincer	Kenwood	United Kingdom
3	Printer	Xerox	United States of America
4	Notebook PC	Hewlett-Packard	United States of America
5	GPS	Garmin	United States of America
6	Digital camera	Nikon	Japan
7	Hairdryer	Remington	United States of America
8	Vacuum cleaning robot	iRobot	United States of America
9	Smartphone	BlackBerry	Canada (English-speaking region)
10	Refrigerator	Whirlpool	United States of America

Table 2: User Manuals

Even though this variety of user manuals comes from different manufacturers and products, they do have a few things in common: all of the products to which the user manuals belong are electric and they were all written to be read by laymen. There are two main reasons why the choice to use only user manuals from electric products has been made. Firstly, the study will most likely be more interesting if the user manuals which are studied are somewhat complicated and it seems fair to assume that products which are electric are more complicated than those which are not and therefore also have more complicated user manuals. Secondly, I felt that the user manuals, all

coming from different manufacturers and products, needed to have some common denominators to link them.

The user manuals which have been selected are all available online. This means that it has not been necessary to contact each manufacturer in order to obtain these manuals. However, it has also complicated the search for them somewhat, as only a limited number of electronics manufacturers provide their clients with manuals online. Furthermore, not all manufacturers provide all translations of their manuals online – in fact, it seems quite common only to provide the English version.

From Table 2, one may observe that 7 out of 10 of the user manuals come from manufacturers based in the United States of America. This was not intentionally done, but the search for available user manuals proved rather difficult and so the data ended up being mainly American. Indeed, the original list of user manuals contained manuals coming from countries such as the Netherlands, Israel, Germany and Sweden, which were replaced later on. However, it would have been very difficult to find out whether these manuals had been translated from their respective original languages, or if an English version was made after the original and the translations of the remaining languages were then produced from the English one. This is why it seemed safer and more prudent to select only user manuals in which the Danish translation must almost certainly have been made directly from the English original, in order to ensure the integrity of this study.

One user manual stands out, this is the one belonging to Nikon's digital camera. Since Nikon is a Japanese company, I do not expect the original text to have been made in English. However, I will assume that an English translation of the Japanese original was used as the ST for the Danish TT. This assumption seems fair because the number of people who would be able to translate a Japanese text into Danish must be quite low, which means that first producing an English translation and then translating into Danish from that seems more reasonable and likely.

A closer look at the various user manuals will reveal that some of them are quite extensive. For example, the user manual pertaining to Apple's iPad is over 130 pages long. The space and time constrictions of this thesis will not allow such a great amount of data to be analysed, which is why a small part of each user manual has been selected for the purpose. These small parts consist of comparable pieces of text from each user manual, meaning that they all answer to the same

description. Two different pieces of text which can be found in almost any user manual have been selected for this purpose, these are:

- The overview page (usually found in the first part of a user manual and consists of a picture of the product involved and names for the various buttons, cameras, screens etc. which may be found on the product).
- A small piece of text from the description of the product, which contains interesting CNs. This piece of text will consist of approximately 150-170 words.

These texts can be found in Appendices A-J, in both the English and the Danish versions.

Using comparable texts from the various user manuals should make it possible to end up with some generalisable research about this field.

3.3 Translation Strategies

Several scholars have tried to formulate and define translation strategies both on the micro and macro level. In connection with macrostrategies, Schjoldager (2008) mentions for example Chesterman (1997), Nida (2000), and Vinay and Darbelnet (2000). Furthermore, Schjoldager mentions, among others, Vinay and Darbelnet (2000), Delabastita (1993) and Gottlieb (1997) in connection with microstrategies. Indeed, there are several different scholars to choose from in connection with translation strategies. However, as it will be described in section 4.2.1, Schjoldager's translation strategies seem to suit the purpose of this study very well and have therefore been selected to form the basis for my own model of analysis. These translation strategies will be presented in this part of the thesis. Both microstrategies and macrostrategies are included. However, only the microstrategies which have been deemed relevant and which will be used in the model of analysis will be presented. This has been done because it seems unnecessary to present microstrategies which will not be employed in this study in any way and in order to keep the focus on the subject at hand.

3.3.1 Macrostrategies

As previously mentioned, macrostrategies denote the 'overall method' for translating a given text. There are two overall macrostrategies, namely the source-text oriented and the target-text oriented macrostrategies (Schjoldager 2008: 72). At first, it may seem that these two could be considered to be opposing possibilities, of which one must be chosen. However, the case with the

source-text oriented and the target-text oriented macrostrategies is that they should be seen as opposing ends of a continuum. A translation cannot normally be defined as either one or the other, usually it is somewhere in between. Equivalence was formerly considered to be the basis of all translation (Bassnett 2014: 6) and so translations were generally made to be very source-text oriented (Schjoldager 2008: 90). However, things have changed and today many translators believe that the TT is as important as the ST (Bassnett 2014: 6), meaning that current tendencies point towards a more target-text oriented strategy for translation. However, scholars still tend to disagree on this subject as some prefer one macrostrategy in general and others do not (Schjoldager 2008: 71).

Source-text Oriented Macrostrategy

As the name suggests, a source-text oriented macrostrategy places the focus on the ST. This means that the translator chooses to concentrate his or her attention on preserving 'the form and content (semantic meaning) of the source text' (Schjoldager 2008: 71) in the translation. This type of macrostrategy allows the translator to stay very close to the ST. Hence, it does not allow great creativity as the TT must follow closely along the lines set out by the ST.

Target-text oriented Macrostrategy

As opposed to the former macrostrategy, this macrostrategy does not instruct the translator to stay very close to the ST when producing a TT. The target-text oriented macrostrategy puts 'the effect of the target text' (Schjoldager 2008: 71) above the form and content of the ST, thus, allowing for a more creative approach to the translation.

3.3.2 Microstrategies

Microstrategies of translation are focused on the micro-level choices which a translator can and will make during the translation of a given text. These are the 'specific choices' a translator makes which have to do with only smaller parts of the text, such as 'words, phrases and sentences' (Schjoldager 2008: 89). Those of Schjoldager's microstrategies which will be employed in the model of analysis, which will be formulated in section 4.2, will be presented in the following part. These microstrategies are: direct transfer, direct translation, oblique translation, explication,

paraphrase, condensation, substitution and deletion. A full list of Anne Schjoldager's microstrategies and a short explanation for each has been provided below (Schjoldager 2008: 92):

Microstrategy	Explanation
Direct Transfer	Transfers something unchanged.
Calque	Transfers the structure or makes a very close translation.
Direct Translation	Translates in a word-for-word procedure.
Oblique Translation	Translates in a sense-for-sense procedure.
Explicitation	Makes implicit information explicit.
Paraphrase	Translates rather freely.
Condensation	Translates in a shorter way, which may involve implicitation (making explicit information implicit).
Adaptation	Recreates the effect, entirely or partially.
Addition	Adds a unit of meaning.
Substitution	Changes the meaning.
Deletion	Leaves out a unit of meaning.
Permutation	Translates in a different place.

Table 3: Schjoldager's Microstrategies

Direct Transfer

When a translator chooses to make use of the microstrategy of direct transfer, you could say that he or she is simply copying a given part of the ST and pasting it in the TT. According to Schjoldager, the unit which is copied should be rendered 'unchanged' (Schjoldager 2008: 93), meaning that the unit from the ST is simply put in the TT without translating or otherwise changing it. This microstrategy is commonly used when names, or proper nouns, are involved, it could be names of people, places, spare parts etc. Not all proper nouns have a translation, which means that it will not always make sense to translate them, making direct transfer very useful. If one considers for example the name of the Danish capital, København, it makes sense to translate it because it has a fixed translation, namely Copenhagen. However, this is often not the case with smaller cities, first names etc. and when that is the case, direct transfer is often used.

Below is an example of Schjoldager's direct transfer from the data (Appendix I):

English: BlackBerry Link

Danish: BlackBerry Link

In this example, the designation 'BlackBerry Link' has simply been transferred from the ST to the TT as it does not have a fixed Danish translation. No changes have occurred from the ST to the TT, which makes this a good example of the use of direct transfer.

Direct Translation

A translator makes use of the microstrategy named direct translation, when he or she makes a so-called 'word-for-word' translation (Schjoldager 2008: 95). Direct translation is what you might call the instinctive translation, as it is often thought of as the solution which 'comes first to mind' (Schjoldager 2008: 96). When this microstrategy is used, the translator will stay very close to the wording of the ST in the TT. Furthermore, translations which are the product of a direct translation must be 'correct' (Schjoldager 2008: 95).

Below is an example of Schjoldager's direct translation from the data (Appendix E):

English: You can select some icons to change setting or view additional information.

Danish: Du kan vælge nogle ikoner for at ændre indstillinger eller få vist yderligere oplysninger.

The English sentence in this example has been translated about as directly as possible and demonstrates the point of direct translation, namely translating a unit while changing very little besides the language.

Oblique Translation

Where direct translation employs a 'word-for-word' approach to translation, it might be said that oblique translation employs a 'sense-for-sense' approach (Schjoldager 2008: 97). Employing oblique translation in the translation of a text does not necessarily mean that the words of the TT will be very similar to those of the ST. Instead, the translator will tend to focus on transferring the

‘sense’ of the ST to the TT (Schjoldager 2008: 97). This microstrategy places the significance on the meaning of the words rather than on the words themselves.

Below is an example of Schjoldager’s oblique translation from the data (Appendix A):

English: Status bar

Danish: Statuslinje

(gloss: status line)

In this example, the English and the Danish CNs have the same basic meaning but the translation could have been performed in a more direct way, by the use of the word ‘bar’ instead of ‘linje’. However, the translator must have considered ‘linje’ the preferable word in Danish and ended up making an oblique translation instead of a direct translation.

Explicitation

The microstrategy of explicitation renders implicit information from the ST explicit in the TT (Schjoldager 2008: 99). This means that the reader of the TT will be provided with information which is not immediately apparent from the ST. The information which is given in the TT will usually be there to provide a service to the reader. The knowledge which one can expect the readers of a text to have may differ greatly depending on the country, language or culture to which the readers belong. Therefore, the information provided in a given translation may also differ. For example, in a Danish text, one might mention Mary and Frederik without including their titles, but in a translation of that same text, it might make more sense to mention them as the crown princess and crown prince of Denmark, thereby making implicit information which is common knowledge to Danes explicit for other readers who are unlikely to know.

Below is an example of Schjoldager’s explicitation from the data (Appendix B):

English: cutter

Danish: 4-bladet kniv

(gloss: 4-bladed knife)

In this example, a piece of information which is implicit in the English ST has been made explicit in the Danish TT. The reason why I consider the information that the knife has 4 blades to be implicit in the English ST is that it can be seen from the drawing above both the ST and TT unit that the knife has 4 blades. However, in the Danish TT the translator has chosen to include this information in writing, making implicit information explicit.

Paraphrase

When a translator employs this microstrategy in a translation, it might almost be said that he or she is summarising the content of the ST in the TT. According to Schjoldager, 'when paraphrasing, translators render source-text meaning rather freely' (Schjoldager 2008: 100). Similarly to for example oblique translation, the wording is not terribly significant. However, when the microstrategy of paraphrase is employed, the TT item will tend to be 'considerably shorter' (Schjoldager 2008: 101).

Below is an example of Schjoldager's paraphrase from the data (Appendix J):

English: frame/top section

Danish: kabinettet

This translation may be considered an example of the use of Schjoldager's paraphrase. However, as paraphrase is, in my opinion, one of the more obscure strategies for translation, the analysis of this unit will depend somewhat on the perspective from which it is viewed. In this example, 'kabinettet' (the cabinet) has replaced the words 'frame' and 'top section', which has rendered the translation shorter than the original. Furthermore, I do not consider 'kabinet' to be the most direct choice for the translation of either 'frame' or 'top section', meaning that the wording has also changed along with the length of this unit. Together, these two factors make me analyse this translation as an example of the use of Schjoldager's paraphrase.

Condensation

This microstrategy has a lot in common with the formerly mentioned microstrategy, paraphrase. Both of these microstrategies are very focused on the length of a translation item and both are used to describe translations which are shorter than their ST items. The feature which

distinguishes condensation from paraphrase is the fact that the use of a condensation will tend to make the TT seem more similar in meaning to the ST than the use of a paraphrase will (Schjoldager 2008: 101). In some cases, the use of this particular microstrategy will 'mean that explicit source-text information is made implicit, but not necessarily so' (Schjoldager 2008: 102). Furthermore, when condensation is employed 'the source-text message as a whole is rendered' (Schjoldager 2008: 103), meaning that no part of the original message may be left out but that some may have been made implicit in the TT.

Below is an example of Schjoldager's condensation from the data (Appendix C):

English: It's the same high-quality toner used in our high-end products for the graphic arts industry.

Danish: Det er den same høje kvalitetstoner, der bruges i vores grafiske produkter.

(gloss: it is the same high-quality toner used in our graphic products)

In this example, the TT unit has been shortened compared to the ST unit. However, one might still say that the information from the original ST unit is contained in the TT translation. In the TT, the fact that the graphic products are for the graphic arts industry has been left out, but this has already been mentioned earlier in the text and so I consider this information to have been made only implicit and not deleted.

Substitution

When a translator makes use of this microstrategy, he or she is, as the name suggests, substituting one thing for another. Employing substitution in a translation means that the translator is effectively changing 'the source-text meaning' (Schjoldager 2008: 106). There may be several different reasons for employing this microstrategy, the translator could for example be trying to improve the text by making it 'more correct' (Schjoldager 2008: 106) or by making the connotations it brings more suitable to the text (Schjoldager 2008: 107). Although substitution involves changing the meaning of an item from the ST to the TT, it cannot involve a 'rewriting of the source text' as that would mean that the strategy in question cannot be deemed a microstrategy any longer (Schjoldager 2008: 106).

Below is an example of Schjoldager's substitution from the data (Appendix G):

English: hang-up loop

Danish: drejeledning

(gloss: swivel cord)

In this example, the meaning of the ST unit has been changed in the TT. For some reason, the information provided in the ST has been replaced by something else in the TT. We cannot know why this has been done; we can simply determine that it has. The English ST unit mentions a loop meant for hanging the hairdryer in, whereas the Danish translation mentions a swivel cord. As the meaning of the ST unit has changed into something entirely different in the TT, this demonstrates substitution rather well.

Deletion

As the name of this microstrategy suggests, it involves the deletion of a unit from the ST in the TT. Something about this microstrategy, which is important to notice, is the fact that the unit which is deleted must be completely gone from the TT – it must not be implied by other units in any way, if that was the case the translation could not be analysed as a deletion (Schjoldager 108). When the reader reads a translation in which the microstrategy of deletion has been made use of, he or she will most often not notice that something is missing from the translated text (Schjoldager 2008: 109). There may be several reasons for employing this microstrategy, for example an item from the ST may not be needed in the TT or it may not make sense to mention it in the TT.

Below is an example of Schjoldager's deletion from the data (Appendix E):

English: To increase the accuracy of the battery gauge, you should fully discharge the battery and then fully charge it.

Danish: -

In this example, the entire sentence from the English ST has been deleted in the TT. Furthermore, this information is not given in any other place in the manual and demonstrates the point of deletion very well.

3.3.3 Summary and Delimitation of Translation Strategies

In the preceding part of this thesis, the macrostrategies and microstrategies of Anne Schjoldager were presented. The microstrategies addressed translation issues on the micro level and the macrostrategies addressed translation issues on the macro level. Both levels may present interesting problems.

However, the macrostrategies have been included mostly in order to provide a full view of translation strategies in general and great emphasis will not be placed on these strategies later on in the formulation of a model of analysis or in the analysis itself. The reason for this choice is that macrostrategies have to do with the 'overall method' for translating a text (Schjoldager 2008: 67). This thesis will only be investigating small parts of selected translations, which, to me, makes the overall macrostrategies of the translations seem somewhat out of reach, meaning that this thesis will not produce results to say anything substantial about the macrostrategies employed in the translation of the various user manuals. However, as Schjoldager views macrostrategies as the general approach to a translation and the microstrategies only as approaches to more specific parts of a given translation (Schjoldager 2008: 68), it seems important to include the macrostrategies here in this chapter.

4 Qualitative Analysis and Results

This chapter contains the analysis and the results of said analysis; however, first, the formulation of the model of analysis will be presented. In fact, this chapter will start out with an account of how the model of analysis was formulated followed by the model itself. The reason why the model has been placed here in the chapter containing the analysis and the results is that the process of formulating the model may be considered both a deductive and an inductive process. The model is largely based on the phenomena which can be observed in the data selected for this thesis and the model contains examples of these phenomena. The process may be considered both deductive and inductive because the model is based on the data and the theory of Schjoldager while also being used systematically on the data. Indeed, one might almost say that the analysis already began in the formulation of the model. Therefore, the model can be found in this chapter. After the model, comes the qualitative analysis divided by translation strategy followed by the results and a discussion of said results.

4.1 Procedure for the Formulation of Model of Analysis

In this part of the thesis, a short presentation of the procedure for the formulation of the model of analysis will be given. This is done in order for the reader to be able to understand and hopefully recognise the pattern which caused the model to be formulated in the chosen way.

The first and perhaps one of the most important stages in the formulation of this model of analysis was the stage at which the data were reflected upon in order to establish the basic strategies which were required to cover the possibilities discovered in the data. Based on observations made by pondering the data for this thesis, general tendencies were noted and so the foundation for the model of analysis had been laid.

After having considered the data, the connection with the theory, namely the microstrategies of Schjoldager, had to be established. This was done in a fairly simple way as most of the tendencies which were observed during the first stage connected themselves to the microstrategies in what seems a quite obvious way. The tendencies from the data were not all completely compatible with the microstrategies of Anne Schjoldager, which is why a new model of analysis had to be formulated. Furthermore, this incompatibility meant that some of Schjoldager's microstrategies had to be either left out or combined with others in order to reach the result which suited the

subject best. Another point which contributed to the decision to formulate a new model of analysis was the fact that the subject of this thesis is CNs in particular, not the translation of user manuals in general. Even though the general tendencies from the data fit Schjoldager's microstrategies fairly well, Schjoldager's strategies are not focused on CNs. Therefore, a new model was formulated.

4.2 Formulation of Model of Analysis

In this part of the thesis, the model for the analysis of the translation of CNs in user manuals will be presented and discussed. Firstly, Schjoldager's microstrategies for translation, which form the theoretical basis for this model, will be commented on briefly. Secondly, the model, which will be employed for the analysis of the data in this thesis, will be formulated. Thirdly, further explanations and delimitations needed for the model will be presented.

4.2.1 Theory

As mentioned previously, the basis of the model is Anne Schjoldager's microstrategies for translation. These strategies have been selected among many other possible strategies because they appear to fit the purpose well as will be argued below. Schjoldager's microstrategies represent a great variety of possible choices available to a translator but manage to remain fairly simple while encompassing this great number of possibilities.

4.2.2 Model of Analysis

In this part of the thesis, the model of analysis, which is to be employed in the analysis of the data, will be formulated. Firstly, a list of the strategies for translation, which this model consists of, will be presented. Secondly, each strategy will be presented separately and further explanation of the strategy will be provided.

All of the strategies which are described in this model of analysis have been given different titles than those microstrategies on which they are based. This has been done in order to be able to distinguish Schjoldager's microstrategies from the ones which are formulated here.

The different strategies for translation, which this model consists of, are as follows:

Strategy	Explanation
Transfer	The CN is transferred from the ST to the TT unchanged
Translation and Transfer	One part of the CN is transferred unchanged, the other part is translated more or less directly
Straightforward Translation	The CN is translated more or less directly into a CN in the TT
Decompounding	The CN is translated somewhat directly, but will not be a CN in the TT
Explicit Translation	Some piece of implicit information from the CN becomes explicit in the CN in the TT
Rewording	The CN is explained in the TT
Implication	Explicit information from the CN is made implicit in the TT
Reduction	The CN is translated into an abbreviation
Change of Meaning	The CN remains a CN in the TT but changes meaning
Erasure	The CN is removed from the TT

Table 4: Strategies for own Model of Analysis

Transfer

The translation strategy transfer is based on Schjoldager's microstrategy of 'direct transfer'. The name very precisely defines what happens when this strategy is employed. A unit is simply transferred from the ST to the TT without being translated, just like it is the case with Schjoldager's 'direct transfer'.

Consider this example from the data (Appendix D):

English: Memory Stick

Danish: Memory Stick

In this example, the entire unit has been transferred from the ST to the TT without changing it in any way. It might be worth mentioning that both the English and the Danish unit come with a parenthesis following the unit, which may be meant to aid the reader in understanding. However,

this parenthesis only contains an abbreviation of 'Memory Stick', namely '(MS)', and so does not impede or assist comprehensibility, which is why it has not been included in the example.

Translation and Transfer

Translation and transfer is based on a mix of Anne Schjoldager's microstrategies 'direct translation', 'oblique translation' and 'direct transfer'. The use of this strategy could seem rather impossible as Schjoldager's 'direct transfer' dictates that a unit must be rendered unchanged, but Schjoldager's 'direct translation' dictates that a unit must be translated directly and 'oblique translation' dictates that the wording may be changed but not the meaning. However, this strategy involves the use of two of the strategies in one unit. One part of the unit is transferred directly without being translated and the other part is translated directly or translated with a focus on the sense of the unit.

Consider for instance this example from the data (Appendix C):

English: Hi-Q LED print engine

Danish: HI-Q LED-printmotor

As we can see, the first part of the unit, namely 'HI-Q LED', has been transferred directly from the ST to the TT, whereas the other part, 'print engine', has been translated directly into 'printmotor' in the TT. This example must be considered only to demonstrate the combination of Schjoldager's direct translation and direct transfer. Therefore, another example demonstrating how oblique translation may be involved will be provided.

Consider this example from the data (Appendix A):

English: Lightning connector

Danish: Lightning-stik

(gloss: Lightning plug)

In the above example, 'Lightning' is directly transferred from the ST to the TT. However, the other part of the CN, namely 'connector', is not translated directly. The word 'connector' may refer to a

variety of things, but can denote something like a 'stik' (plug). Therefore, this cannot be considered the most direct form of translation and must instead be considered to be oblique.

Straightforward Translation

This strategy for translation is based on Schjoldager's microstrategies of 'direct translation' and 'oblique translation'. When this strategy is employed, the CN from the ST has been translated in the TT, using an equivalent CN in the TL. Furthermore, a straightforward translation will tend to be the most obvious solution when a unit is translated. As we have to do with an English ST and a Danish TT, the translation will oftentimes have resulted in one word even though the original consisted of two or more words. In section 2.6.3, we saw that English compounds usually consist of more than one word and that Danish compounds usually consist of only one word. Therefore, we will consider the translation a straightforward translation if the translator has produced a Danish compound in the translation of the English compound while also translating the words somewhat directly. However, in some cases the translation will not be the most direct form of translation but will have the same basic meaning as the ST unit. It should be noted that the context of the CN will have to be considered in order to determine whether the CN has been translated while maintaining the original sense. As there seems to be no reason to focus a lot of attention on the difference between a CN which has been translated directly and one which can be considered to have been translated to have the same sense as the original, the strategies of direct and oblique translation have been combined as one in this strategy.

Consider for instance this example from the data (Appendix B):

English: Ring nut

Danish: Ringmøtrik

(gloss: ring nut)

In this example, the English CN has been translated in a straightforward way and two English words have been translated into one Danish word. This would seem to be the most obvious solution in the translation of 'ring nut', which is why this example fits the straightforward translation strategy so well. However, it is only by considering the context of this CN that we can

be sure that the Danish CN has the same basic meaning as the original – ‘møtrik’ is not the only Danish word which might be considered a direct translation of ‘nut’. The Danish word ‘nød’ is also a direct translation of ‘nut’, but it is not the same kind of nut, as ‘nød’ denotes a fruit from a tree. Consequently, we can only know if ‘nød’ or ‘møtrik’ is the more suitable translation if we consider the context of the unit.

Decompounding

This strategy of translation is also based on Schjoldager’s microstrategies of ‘direct translation’ and ‘oblique translation’. Furthermore, it is closely related to the previous strategy, straightforward translation, as it dictates the same main points, apart from one. The CN must be translated somewhat directly or at least keep the same basic meaning as that of the CN from the ST. However, translations made by the use of decompounding will no longer be compounds. Sometimes it makes more sense to translate a CN without using a compound in the TL, which is what happens when this strategy is employed.

Consider for instance this example from the data (Appendix J):

English: Freezer compartment

Danish: Fryser

(gloss: freezer)

The Danish translation of the English CN is not a compound. However, it may still be considered a fairly direct translation of the CN from the ST. In Danish, it makes sense to leave out ‘compartment’. Therefore, this demonstrates the use of decompounding very well.

Explicit Translation

This translation strategy is based on Schjoldager’s ‘explicitation’ and will render implicit information from the ST unit explicit in the TT unit like it is the case with explicitation. Translation units which are a result of this strategy should still contain a CN or consist only of a CN. Explicit translation seeks to furnish the reader with perhaps not further information, but at least more explicit information. The information which is given in a translation which is the result of explicit

translation, should, as is the case with Schjoldager's explicitation, already be contained in the ST unit in some way.

Consider this example of explicit translation from the data (Appendix D):

English: computer speakers

Danish: computerens interne højttalere

(gloss: the internal speakers of the computer)

In this example, the information that the speakers are internal is only given to the reader of the translation, not of the original text. Today, most computer speakers are internal, which is why this information will be considered to be contained in the ST unit. Therefore, we must consider the Danish translation to be the result of the strategy of explicit translation.

Rewording

The translation strategy of rewording is based on a mix of Anne Schjoldager's microstrategies 'paraphrase' and 'explicitation'. When the translator employs this strategy, he or she is in fact rewriting the CN and producing an explanation of the translation instead of a CN. The description of Schjoldager's paraphrase told us that the use of paraphrase will usually result in a shorter TT unit. However, in this connection paraphrase is included mostly in order to signify a reformulation of the words employed in the original and will in fact result in a lengthier unit than what was found in the original. Furthermore, the microstrategy of explicitation has been included because translations made by the use of a rewording will tend to be more explicit than the original CN from which they stem.

Consider for instance this example from the data (Appendix A):

English: Volume buttons

Danish: Knapper til justering af lydstyrke

(gloss: buttons for the adjustment of volume)

There will often tend to be a more obvious way of translating units which were made by the use of a rewording, for example in the example above in which the TT unit might have simply been 'volumenknapper' (volume buttons). However, as the use of this strategy of rewording entails explaining the contents of the CN it should, according to Becker Jensen (2007: 63) and Charrow (1988: 99), make the TT unit easier to understand and read.

Implication

The translation strategy of implication is based on Anne Schjoldager's microstrategy of 'condensation'. This strategy dictates that some piece of information, which is given in the CN from the ST must be made implicit in the TT CN. In fact, one might say that this strategy is the opposite of the aforementioned explicit translation, as this provides less information in the TT than is provided in the ST, where explicit translation provided more information in the TT. Furthermore, a CN which is translated by the aid of implication must also contain a CN in the TT.

Consider for instance this example from the data (Appendix C):

English: 128 MB Standard memory

Danish: den store standardhukommelse

(Gloss: the large standard memory)

This example shows how a piece of information is left out in the TT. This information is not left out completely, as '128 MB' is replaced by 'store' (large). However, the TT may be considered less precise than the ST, as the reader is not informed of the size of the standard memory.

Reduction

This strategy is based on Schjoldager's microstrategy of 'condensation'. When this strategy is employed, the CN from the ST will be considerably shorter when it is translated in the TT. In fact, this CN will have turned into an abbreviation. In section 2.7.2, Leif Becker Jensen established that compounds which are considered too hard to understand will often be translated by making an abbreviation. Therefore, this possibility must be considered in this model of analysis. However, it

should be noted that the abbreviation which the English CN is translated into may not represent a CN.

Consider this example from the data (Appendix C):

English: internal wireless card

Danish: Wi-fi

‘Wi-fi’ is not a direct abbreviation of ‘internal wireless card’. However, it is used as a considerably shorter and perhaps more easily understood way of saying the same thing as is expressed through ‘internal wireless card’. As we can see from this, the use of the strategy of reduction does not always make a translated unit harder to read and understand. In fact, it may promote comprehensibility in some cases.

Change of Meaning

This translation strategy is based on Anne Schjoldager’s microstrategy of ‘substitution’. As is the case with substitution, change of meaning dictates that the meaning of the unit in question, must have changed from the ST to the TT. Furthermore, the CN which is translated must also be represented as a CN in the TT.

Consider this example from the data (Appendix H):

English: SPOT/DOCK Button

Danish: Dok/Demo-knap

(gloss: Dock/Demo button)

This example demonstrates how a translation may also result in change of meaning. However, it seems that only one part of this CN has changed meaning in the TT. ‘DOCK’ and ‘Button’ seem to have retained their original meaning in the TT, but ‘SPOT’ has changed into ‘demo’. It can be hard to find a reason why ‘SPOT’, which is also translated into ‘pletrengøring’ (spot cleaning) elsewhere in appendix H, should for some reason change into ‘demo’. As ‘SPOT’ has already been translated into something relating to spots, it should be fair to assume that ‘SPOT’ is not an abbreviation.

Therefore, I think that this example, with 'SPOT' being translated into 'demo', demonstrates very well the nature of the translation strategy of change of meaning.

Erasure

The strategy of erasure is based on Anne Schjoldager's microstrategy of 'deletion'. These two strategies have the same basic characteristics; in order for a translation to be analysed as an erasure, every part or sign of the original CN must be gone from the TT.

Consider for instance this example from the data (Appendix E):

English: Bluetooth® technology status

Danish: -

In this example, the English CN has not been translated at all and does not appear in any way. In the explanatory text which follows the box in which this CN is found, no further explanation or translation is attempted either. So, we must conclude that this CN has been completely removed from the TT, making this an example of the use of the strategy of erasure.

4.2.3 Explanation and Delimitation

Not all of Schjoldager's microstrategies were incorporated in the model of analysis which was formulated in the above. We are dealing with a form of specialised translation which does not call for the microstrategies which would usually belong to genres such as literary translation.

Therefore, some of the microstrategies have been left out in the model of analysis. These are: calque, adaptation, addition and permutation. Furthermore, in some cases, two or more of Schjoldager's microstrategies were combined into one strategy in the model. This was done in order to make the strategies for this thesis easier to understand for the reader and also simpler to apply to the data.

The microstrategies which were not included in the formulation of the model of analysis, were left out because they were not considered relevant to the translation of CNs in technical language. Furthermore, no tendencies which made the inclusion of these remaining microstrategies relevant were observed. When one considers the microstrategies of Anne Schjoldager, it seems that the various strategies might be thought of as different places on a continuum. The continuum seems

to start in one end with the ST oriented microstrategies (e.g. direct transfer and direct translation) and go to the other end with the TT oriented microstrategies (e.g. permutation and adaptation). The microstrategies which were employed in the model belong mainly to the ST oriented part of the continuum.

In this model of analysis, I have endeavoured to keep the concepts and strategies simple. This has been done in order to make the strategies easy to transfer to other settings, in order to make the strategies easy to understand and therefore also simple to apply to the data.

4.3 Qualitative Analysis

In the qualitative analysis, the CNs from the data will be divided by their respective translation strategies. As previously mentioned, the analysis of only a selected few CNs will be explained. However, all CNs will be listed according to their strategies, a limited number of examples of the use of each strategy will be selected and a full explanation of these examples will be given. It should be noted that the same English CN may appear in more than one place in the analysis, as the same CN may have been translated in more than one way within the same user manual. Furthermore, it is stated which appendix the CN comes from and how many times it has been translated in the indicated manner, as it may have been translated in the same way more than once. The examples which will be explained have been underlined in the lists of the use of the strategies. Following the analysis of the CNs from the data, the results of the analysis will be provided and then discussed.

4.3.1 Transfer

This section will present the CNs from the data which have been analysed as belonging to the translation strategy of transfer. After the CNs belonging to transfer have been listed, an analysis of a limited number of examples will be conducted.

Appendix	No. Of occurrences	English	Danish
A	1	Podcasts	Podcasts
D	1	Memory stick	Memory stick
D	1	Memory stick pro	Memory stick pro
D	1	MultiMediaCard	MultiMediaCard
D	1	xD-Picture card	xD-Picture card
D	1	<u>Headset</u>	<u>Headset</u>
H	1	Home Base	Home Base
I	1	<u>BlackBerry Link</u>	<u>BlackBerry Link</u>
I	1	BBM Groups	BBM Groups

Table 5: Transfer

Example 1 (Appendix D)

English: Headset

Danish: Headset

This example of the use of the translation strategy of transfer has been selected because the word which has been transferred from the ST to the TT without change is one which does not seem to have a good Danish translation. 'Headset' is a word which is commonly used in Danish even though it is an English word, which means that it would probably seem strange to a Dane if it had been translated, it might even impede comprehension. Of course, the translator might have translated the CN into 'hovedtelefoner' (headphones). However, 'headset' does not always signify 'headphones'. In Appendix D both 'headset' and 'headphones' are mentioned, which should mean that two different things are referred to. In this case it seems like 'headset' denotes a device which comprises both a microphone and headphones, meaning that 'headset' cannot simply be translated into 'hovedtelefoner'. Like one of the other compounds which has simply been

transferred to the TT without translation, namely 'podcast', 'headset' has been transferred because transferring it makes more sense than translating it. As the CN has not been translated or changed in any other way, I will consider this an example of the use of transfer.

Example 2 (Appendix I)

English: BlackBerry Link

Danish: BlackBerry Link

In this second example of the use of transfer, we see a compound which constitutes the title of a special feature belonging to the product in question. Once again we have to do with a compound which does not have a good Danish translation, a compound which in fact probably does not have many translations at all. As this compound represents a proper noun, it seems prudent to simply transfer it from the ST to the TT. Had the CN been translated it might have resulted in readers who would be confused because they only had prior knowledge of the English title. Like the previous example, I will consider this an example of transfer because the CN from the ST has not changed in any way in the TT.

The above examples were to show that CNs which have been transferred from the ST to the TT without change are not always proper nouns, they can also constitute English CNs which have found their way into the Danish language. Furthermore, as the transfer of proper nouns seems to be the most frequently occurring type of transfer, an example of the transfer of a title was also provided.

4.3.2 Translation and Transfer

The list below provides the reader with the CNs which have been analysed as being among the examples of the use of the strategy of translation and transfer. Following the list, a few examples will be explained more thoroughly.

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Appendix	No. Of occurrences	English	Danish
A	1	Retina display	Retina-skærm
A	1	FaceTime HD camera	FaceTime HD-kamera
A	1	Multi-Touch display	Multi-Touch-skærm
A	1	iSight camera	iSight-kamera
A	1	Nano-SIM tray	Nano-SIM-bakke
A	1	Lightning connector	Lightning-stik
A	1	FaceTime calls	FaceTime-opkald
C	1	High-end print technology	High-end printteknologi
C	1	Hi-Q LED print engine	Hi-Q LED printmotor
C	1	<u>Higher-end devices</u>	<u>Higher-end enheder</u>
C	1	Xerox EA toner technology	Xerox EA-tonerteknologi
C	1	WorkCentre 6015 multifunction printer	WorkCentre 6015-multifunktionsprinter
D	1	Windows® logo key	Windows®-logotast
D	1	Windows applications key	Windows-programtast
D	1	Headset microphone	Headsetmikrofon
D	1	RJ-45 jack	RJ-45-stik
G	1	Remington® Service Center	Remington®-servicecenter
H	1	Philips head screwdriver	Philips hovedskruetrækker
H	1	Light Touch Bumper technology	Light Touch Bumper-teknologi
I	2	BlackBerry device	BlackBerry-enhed
I	1	BlackBerry Remember app	BlackBerry Remember-app
I	1	<u>BlackBerry Balance technology</u>	<u>BlackBerry Balance-teknologi</u>
I	1	BBM Video chat	BBM Video-chat

Table 6: Translation and Transfer

Example 1 (Appendix C)

English: Higher-end devices

Danish: Higher-end enheder

This first example of the use of translation and transfer has been selected because it does not include a proper noun, which is the case with many of the other examples of translation and transfer. 'Higher-end' is not a proper noun; it is a way of saying 'good quality' with other words. It can be hard to find a reason for this choice, but it is evident from the translation that one part of the CN has been transferred while the other has been translated. The word 'devices' has been translated directly with the Danish word 'enheder', and provides the translated part which is required in order for a translation unit to be considered an example of translation and transfer. Therefore, I will consider the translation strategy to have been used here to be translation and transfer.

Example 2 (Appendix I)

English: BlackBerry Balance technology

Danish: BlackBerry Balance-teknologi

In the second example of translation and transfer, a CN which includes a proper noun has been selected. This has been done because this type of CN seems predominant to the strategy of translation and transfer. 'BlackBerry Balance' has been transferred directly to the TT from the ST, whereas the latter part of the CN, namely 'technology', has been translated into the Danish word 'teknologi' and this must be considered a direct form of translation. The reason why the translator has chosen to employ this strategy in the translation is probably that it might be considered to promote comprehensibility. The first part, 'BlackBerry Balance', which might be known to the reader, is simply transferred and will therefore not give rise to any misunderstandings. The second part, 'technology', is translated as it does not seem to be part of the proper noun, but more of an explanation of what 'BlackBerry Balance' is. This translation should aid the Danish reader in understanding, if he or she is not acquainted with 'BlackBerry Balance'.

These examples were supposed to demonstrate how this translation strategy may apply to more than one type of translation.

4.3.3 Straightforward Translation

This section of the analysis will present the CNs from the data, which have been analysed as examples of the use of the strategy straightforward translation. Lastly, a few examples of this translation strategy will be explained.

Appendix	No. Of occurrences	English	Danish
A	1	Status bar	Statuslinje
A	1	App icons	App-symboler
A	1	Cellular models	Mobil-modeller
A	3	Volume buttons	Lydstyrkeknapper
A	2	Sound effects	Lydeffekter
A	1	Audio alerts	Lydadvarsler
A	1	Audio notification	Lydmeddelelse
A	1	TV shows	Tv-udsendelser
A	1	Screen orientation	Skærmretning
A	1	Control center	Kontrolcenter
B	2	Ring nut	Ringmøtrik
B	3	Mincer body	Kødhakkerhus
B	1	Pusher lid	Stoppepindslåg
B	1	Sausage filler	Pølserør
B	1	<u>Slow speed outlet cover</u>	<u>Langsomme hastighedsudtag</u>
B	1	Base plate	Bundplade
B	1	Jet of water	Vandstrøm
C	1	Back-lit LCD screen	Baggrundsoplyste LCD-skærm
C	1	Menu structure	Menustruktur
C	1	Front panel	Frontpanel
C	1	Media sizes	Medieformater

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C	1	Standard portable USB memory device	Bærbar USB-standardhukommelsesenhed
C	1	USB memory device	USB-hukommelsesenhed
C	1	Grayscale	Gråtoner
C	1	Fax capabilities	Faxfunktioner
C	1	Fusing temperature	Fikseringstemperatur
C	1	Multifunction productivity	Multifunktionsproduktivitet
C	1	Workload	Arbejds mængde
D	2	Functions key	Funktionstast
D	1	System information	Systemoplysninger
D	2	System functions	Systemfunktioner
D	1	Shortcut menu	Genvejsmenu
D	1	Audio-out jack	Lydudgangsstik
D	2	Headphone	Hovedtelefon
D	1	Audio-in jack	Lydindgangsstik
D	1	Stereo speakers	Stereohøjttalere
D	1	Earbuds	Øresnegle
D	1	Television audio	Tv-lyd
D	1	Audio component cable	Lydkomponentkablet
D	1	4-conductor connector	Firlederkabelstik
D	1	USB ports	USB-porte
D	1	<u>USB devices</u>	<u>USB-enheder</u>
D	1	VGA monitor	VGA-skærm
D	1	Network	Netværk
D	1	Network cable	Netværksskabel
E	2	Vehicle power cable	Bilstrømkablet
E	1	USB port	USB-stikket
E	2	Suction cup	Sugekop
E	2	Windshield	Forruden

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E	1	Power outlet	Stikkontakt
E	2	Status bar	Statuslinjen
E	1	Main menu	Hovedmenu
E	2	GPS signal status	GPS-signalstatus
E	1	Battery status	Batteristatus
E	1	Battery information	Batterioplysninger
E	1	On-screen keyboard	Skærmtastaturet
E	1	Keyboard layout	Tastaturopsætning
E	1	Search entry	Søgepost
E	1	Special characters	Specialtegn
E	1	Punctuation marks	Tegnsætningstegn
F	1	<u>Camera body</u>	<u>Kamerahus</u>
F	1	Zoom control	Zoomknap
F	1	Wide-angle	Vidvinkel
F	1	Telephoto	Telefoto
F	1	Thumbnail playback	Miniaturevisning
F	1	Shutter-release button	Udløserknap
F	1	Camera strap	Kamerarem
F	1	Power-on lamp	Tændt-lampe
F	1	Self-timer lamp	Selvudløserlampe
F	1	AF-assist illuminator	AF-hjælpelys
F	1	HDMI micro connector	HDMI-mikrostik
F	1	Connector cover	Stikdæksel
F	1	Flash pop-up button	Pop op-flashknap
F	1	Side zoom control	Sidezoomknap
F	1	Time zone	Tidszone
F	1	Setup menu	Opsætningsmenu
F	1	Multi selector	Multivælgeren
F	1	Daylight saving time	Sommertid

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F	1	Clock battery	Urbatteri
F	1	Main batteries	Hovedbatterierne
F	1	Display language	Displaysprog
G	1	Product features	Produktenskaber
G	1	Precision styling	Præcisionsstyling
G	1	Heat and speed settings	Temperatur- og hastighedsindstillinger
G	1	Safety cautions	Sikkerhedsforanstaltninger
G	1	Residual current device	Fejlstrømsafbryder
G	1	Residual operating current	Fejlstrøm
G	1	Bathtubs	Badekar
G	3	Warranty period	Garantiperiode
G	1	Proof of purchase	Købsbevis
H	2	Troubleshooting Light	Fejlfindingslys
H	1	CLEAN/Power Button	Rengør/Tænd-og-sluk-knap
H	1	Scheduling Interface	Programmeringsgrænseflade
H	1	Cliff Sensor Openings	Forhindringssensoråbninger
H	2	Wheel Module	Hjulmodul
H	1	Contact Points	Kontaktpunkter
H	1	Caster Wheel	Drejehjul
H	1	Main Brush	Hovedbørste
H	1	End Caps	Børstekapper
H	1	Brush Bearings	Børstelejer
H	1	Brush Guard	Børstebeskytter
H	6	Side Brush	Sidebørste
H	1	Carpet tassels	Tæppekvaster
H	1	Side Brush screw	Sidebørsteskruen
I	1	Lock screen	Skærmlås
I	1	Headset jack	Hovedtelefonstik

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I	2	Voice Control	Stemmestyring
I	1	Speakerphone	Højttalertelefon
I	1	Voice notes	Talebeskeder
I	1	File Manager app	Filadministrator-appen
I	1	Work account	Arbejdskonto
I	1	Network access	Netværksadgang
I	2	Work space	Arbejdsområde
I	2	Work data	Arbejdsdata
I	1	Home screen	Startskærm
J	1	Refrigerator Compartment	Køleafdeling
J	1	Bottle Retainer	Flaskeholder
J	1	Rating plate	Typeplade
J	1	Fan intake area	Indsugningsområde
J	1	<u>Ice cube trays</u>	<u>Isterningbakker</u>
J	1	Ice packs	Fryseelementer
J	1	Control panel	Betjeningspanel
J	1	Fridge-freezer	Køle/fryseskab
J	1	Front panel	Forpanelet
J	2	Refrigerator compartment	køleskab
J	1	Fridge-freezer	Køle-/fryseskab
J	1	Ambient air temperature	Rumtemperatur

Table 7: Straightforward Translation

Example 1 (Appendix B)

English: Slow speed outlet cover

Danish: Langsomme hastighedsudtag

(gloss: the slow speed outlet)

This first example of the use of straightforward translation has been chosen because it is one of the more complex CNs to be found on the list of the uses of this strategy. As can be seen from the

Danish translation, the word 'cover' has not been translated. However, this will still be considered an example of the use of straightforward translation. This is due to the facts that the rest of the CN has been translated more or less directly and that the Danish translation still contains a CN, namely 'hastighedsudtag'. It may seem strange that this CN has been considered the result of a straightforward translation, as it does not only contain a CN. The word 'langsomme' (slow) is not included in the CN. However, I will still consider this a straightforward translation for two reasons; firstly, I do not see how 'langsomme' could have been included in the CN; secondly, I cannot be sure whether the English word 'slow' is part of the CN or not, but I have included it because it is a definite possibility. However, if the CN was to have included 'slow' in a correct way, the words 'slow' and 'speed' ought to have been hyphenated. Furthermore, if 'slow' is not a part of the CN, the remaining translation of 'speed outlet cover' into 'hastighedsudtag' should be considered a straightforward translation. For these reasons, I have placed the translation of this CN in this strategy.

Example 2 (Appendix D)

English: USB devices

Danish USB-enheder

Example 2 has been chosen because it contains the abbreviation 'USB'. At first glance, one might think that it would be more appropriate to analyse this either as a use of the strategy of translation and transfer or the strategy of reduction. However, it cannot be analysed as an example of the employment of reduction, as the abbreviation is used in both the ST and the TT. Furthermore, I do not think that it can be considered an example of translation and transfer because the same designation is used in Danish as in English and because the use of 'USB' has become an everyday occurrence. Moreover, I would consider 'USB' to be an abbreviation which is actually better known and more easily understood than the words behind it (Universal Serial Bus). If we look beyond 'USB', we find the word 'devices' which has been translated into the word 'enheder', this translation is about as direct as a translation can be. Therefore, I consider this to be an example of the use of the strategy of straightforward translation. The same can be said about the above examples of straightforward translation which contain abbreviations such as 'VGA' and 'HDMI'.

Example 3 (Appendix F)

English: Camera body

Danish: Kamerahus

(gloss: camera house)

This example has been selected because of the use of the Danish word 'hus' (house) as the translation of 'body'. This translation seems to be translated rather directly, but one cannot claim that the words 'body' and 'hus' mean the exact same thing. However, this translation ends up making perfect sense as 'kamerakrop' (camera body) would not make sense in Danish, but 'kamerahus' does. Schjoldager would probably consider this an oblique translation, which is part of the basis for straightforward translation, as the sense has been preserved but the wording has changed somewhat. Furthermore, the English CN has been translated by the use of a Danish CN. Consequently, I will consider this an example of the use of straightforward translation.

Example 4 (Appendix J)

English: Ice cube trays

Danish: Isterningbakker

This is an example of a CN which has been translated very directly, as every English word has been rendered in the Danish CN as well. Furthermore, this is an example of a translation in which the word may be considered an everyday CN. The words 'ice cube tray' and 'isterningbakke' were not invented to specify something which is only to be found in Whirlpool refrigerators, they are quite normal words which most people would be likely to know and understand, even without knowing the context. Therefore, I will consider this an example of the employment of the translation strategy of straightforward translation.

The purpose of the aforementioned examples, is to show just how different the translations can be even though they belong in the same translation strategy. Furthermore, they were to provide the reader with a better understanding of why the examples have been analysed in the way they have.

4.3.4 Decompounding

Under here, a list of the occurrences of the use of decompounding found in the data has been given. Directly below the list, two of the examples will be explained.

Appendix	No. Of occurrences	English	Danish
F	1	<u>Power switch</u>	<u>Afbryder</u>
G	1	<u>Workmanship</u>	<u>Forarbejdning</u>
J	2	Freezer compartment	Fryser
J	1	Top section	Kabinettet

Table 8: Decompounding

Example 1 (Appendix F)

English: Power switch

Danish: Afbryder

In this example, the English CN has been replaced by a Danish word which is not a CN. The reason why I analyse this example in this way, is that the meaning of 'afbryder' is the same as that of 'power switch'. So, even though the Danish word is not a CN, it must still be considered a very direct translation of the English CN. Using the word 'afbryder' makes sense in Danish, just like the use of 'power switch' does in English. Furthermore, I think that translating the English CN directly by the use of a Danish CN would most likely confuse the reader or even change the meaning of the CN in spite of the fact that a direct translation would have been made. The Danish word 'strømafbryder', which would be a very direct way of translating 'power switch' by the use of a CN, does in fact not designate a normal 'power switch', but a circuit breaker, meaning that the use of this Danish CN instead of 'afbryder' would change the meaning of the unit. Therefore, I consider the use of 'afbryder' to be a very direct way of translating 'power switch' while retaining the correct meaning. Moreover, the English CN has not been translated by the use of a Danish CN. Consequently, I must consider this an example of the use of decompounding.

Example 2 (Appendix G)

English: Workmanship

Danish: Forarbejdning

This is another example of the use of decompounding. In this example, the translation of the somewhat long English CN remains a rather long word in Danish but is not a CN. The English CN has been translated about as directly as it can be, as the two words mean exactly the same. However, the unit from the ST is a CN and the unit from the TT is not. Therefore, I must consider this an example of the use of decompounding.

These previous examples were meant to show how different the uses of decompounding can be while staying within the limits set out for this strategy.

4.3.5 Explicit Translation

Below here, a list of the CNs belonging to the translation strategy of explicit translation is provided. Following the list, two examples will be explained.

Appendix	No. Of occurrences	English	Danish
D	1	Computer speakers	Computerens interne højttalere
F	1	<u>AC adaptor</u>	<u>lysnetadaptor</u>
I	1	<u>Notification LED</u>	<u>Meddelelsesindikator</u>

Table 9: Explicit Translation

Example 1 (Appendix F)

English: AC adaptor

Danish: lysnetadaptor

(gloss: light circuit adaptor)

This example of the use of the strategy of explicit translation involves what one might refer to as a reversed reduction. When the translation strategy of reduction is employed, the CN is translated by the use of an abbreviation. In this example, the opposite has been done and an abbreviation

has been translated by explaining what is to be found behind the abbreviation. The abbreviation 'AC' is translated into 'lysnet' (light circuit), thereby making the information contained in the abbreviation more easily understood by the reader. Furthermore, the CN remains a CN in the translation. As this translation offers information, which is contained in the ST unit but which is not explicit, it must be considered an example of the use of explicit translation.

Example 2 (Appendix I)

English: Notification LED

Danish: Meddelelsesindikator

(gloss: notification indicator)

This is another example of the use of explicit translation, in which an abbreviation is explained. However, as I consider 'LED' to be a quite commonly used abbreviation, which many people will know and understand, I would consider this a lighter form of the use of explicit translation, but still belonging to this strategy. The abbreviation 'LED' is translated into 'indikator' (indicator). One might say that this translation provides the reader with information about the function of the 'LED' which was not provided in the ST unit, as 'LED' does not necessarily signify 'indicator'. Therefore, as implicit information from the ST has been rendered explicit in the TT, I will consider this an example of the use of explicit translation.

The previous examples were to show how explicit translation may be used and to clarify why these examples have been analysed in the way they have.

4.3.6 Rewording

Below is a list of the CNs which have been reformulated in their translation, to a greater or lesser extent, and which, therefore, have been considered to be results of the employment of the translation strategy of rewording. Moreover, following the list the analysis of a few examples has been explained.

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Appendix	No. Of occurrences	English	Danish
A	1	iPad Overview	Oversigt over iPad
A	1	Sleep/Wake button	Knappen Vågeblus til/fra
A	1	Headset jack	Stik til hovedsæt
A	6	Side Switch	Kontakt på siden
A	1	<u>Volume buttons</u>	<u>Knapper til justering af lydstyrke</u>
A	1	Portrait orientation	Stående retning
A	1	Landscape orientation	Liggende retning
C	1	15-sheet automatic document feeder	Automatisk dokumentfremfører til 15 ark
C	1	Multiple page documents	Dokumenter med flere sider
C	1	Front-side USB-port	USB-porten på fronten
C	1	ID Card Copy	Kopiering af ID-kort
C	1	Automatic background suppression	Automatisk baggrundsundertrykkelse
C	1	Graphic artists	Den grafiske branche
C	1	High-quality toner	Høje kvalitetstoner
C	1	Supplies costs	Omkostninger til forbrugsstoffer
C	1	Real-world print productivity	Ægte printproduktivitet
C	1	Built-in features	Indbyggede funktioner
C	1	USB or network connectivity	USB-forbindelse eller netværksforbindelse
D	1	Start menu	Menuen start
D	1	Esc key	Tasten esc
D	3	Fn key	Tasten fn
D	1	Digital card formats	Digitale kortformater
D	1	Digital media slot	Slot til digitale medier

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D	1	External monitor port	Port til ekstern skærm
E	2	Status bar icons	Statuslinjens ikoner
E	1	Language settings	Indstillinger for sprog
E	1	Keyboard settings	Indstillinger for tastatur
E	1	<u>Keyboard language mode</u>	<u>Sprogindstillinger for tastaturet</u>
E	1	Character capitalization	Store og små bogstaver
F	1	Playback zoom	Zoom under billedvisning
F	3	Backup battery	Ekstra batteri
F	1	Language setting	Indstilling for sprog
F	1	Date and time setting	Indstilling for dato og klokkeslæt
F	1	Date settings	Indstillingerne for dato
F	1	Date and time setting screen	Skærmen til indstilling af dato og klokkeslæt
G	1	2200 Watt AC Ionic hairdryer	2200 watt-hårtørrer med ionteknologi og AC-motor
G	1	Ceramic Tourmaline Grille	Keramisk turmalinrist
G	1	7 mm slim air concentrator	Slank 7 mm-luftkoncentrator
G	1	Motor life	Motorens levetid
G	1	Easy clean air filter	Filter som er let at rengøre
G	1	Date of consumer purchase	Forbrugerens oprindelige købsdato
G	1	Statutory rights	Lovfæstede rettigheder
H	1	Infrared Sensor	Infrarød sensor
H	1	Bin Release Button	Knap til at frigøre beholderen
H	1	Power Supply Socket	Stik til batteriopladeren
H	1	SPOT Button	Knap til pletrengøring
H	1	High-pile carpets	Høje tæpper
H	1	Edge-Cleaning Side Brush	Sidebørste til rengøring af kanter
H	1	Dirt Detect™ Sensor	Sensor til at finde snavs
H	1	Hard floor surfaces	Hårde gulvoverflader

H	1	Brush Guard Release Tabs	Klapper til at frigøre børstebeskytteren
I	1	HDMI display port	Port til HDMI-skærm
I	1	Device data	Enhedens data
I	1	USB/charging port	Port til USB/opladning
I	1	Front camera	Fremadrettet kamera
J	1	Shelf area	Zone til hylder
J	1	Door trays	Hylde i døren
J	1	Crisper divider	Rumopdeler til salatskuffen
J	1	Freezer compartment door	Dør til fryseafdelingen
J	1	Electronic device	Elektronisk mekanisme
J	1	Fan area	Ventilatorens område
J	1	Temperature distribution	Fordeling af temperaturen
J	1	Frequency of door opening	Antallet af gange døren åbnes

Table 10: Rewording

Example 1 (Appendix A)

English: Volume buttons

Danish: Knapper til justering af lydstyrke

(gloss: buttons for the adjustment of volume)

This first example of the use of rewording is, what I consider, one of the clearest examples of the use of this strategy. In this example, the English CN ‘volume buttons’ is clearly explained and separated into independent words instead of being strung together in one word as one might also have done in Danish. The translation chosen in this example, involves a change in word order from the ST to the TT, which is often the case when this strategy is employed. However, the most important point is that the CN is explained instead of simply being translated into another CN, this is why I will consider this an example of the use of rewording.

Example 2 (Appendix E)

English: Keyboard language mode

Danish: Sprogindstillinger for tastaturet

(gloss: language settings for the keyboard)

This second example of the use of rewording is also very clear in explaining the CN from the ST. The translation does contain a new CN, namely 'sprogindstillinger' (language settings). However, even in spite of this new CN in the translation, I will still consider the translation strategy of rewording to have been employed here as the CN has been split up to some degree. It might have been split up further but that may not have helped comprehension. Even if the CN has not been explained in full, it will still be considered the result of the use of rewording.

These examples were to show some of the ways in which a rewording may appear and also to clarify the uses of the strategy further.

4.3.7 Implication

Below is provided a list of the limited number of instances in which the strategy of implication seems to have been employed. Furthermore, both examples are explained after the list.

Appendix	No. Of occurrences	English	Danish
C	1	<u>High-end products + Graphic arts industry</u>	<u>Grafiske produkter</u>
C	1	<u>128 MB standard memory</u>	<u>Den store standardhukommelse</u>

Table 11: Implication

Example 1 (Appendix C)

English: High-end products + graphic arts industry

Danish: grafiske produkter

(gloss: graphic products)

In this first example of the use of implicitation, two separate CNs have been combined in the Danish translation. As a consequence of the combination of these two CNs, some information from the ST seems to have been left out in the TT. For example, the facts that the 'products' are 'high-end' and that they are meant for a specific 'industry' have not been included in the translation. One might say that the piece of information that the 'products' are meant for a specific 'industry' is actually given in the translation as the translation does contain the word 'grafiske' (graphic). However, nothing is mentioned about an industry. Therefore, I will consider this an example of the use of implicitation, even if this example is somewhat special due to the fact that it combines two CNs from the ST in the TT.

Example 2 (Appendix C)

English: 128 MB standard memory

Danish: den store standardhukommelse

(gloss: the large standard memory)

This example of the employment of the strategy of implicitation demonstrates a translation which has become less precise than the ST unit from which it was translated. The information that the size of the 'standard memory' is '128 MB' has been left out in the TT. However, the reader is told that the 'standard memory' is 'stor' (large). Therefore, this unit has only become less precise. However, I will still consider this an example of the use of implicitation as some information has become implicit.

In the above examples, we have seen two very different ways in which the strategy of implicitation may work.

4.3.8 Reduction

In the table below is listed the examples in which the translation strategy of reduction has been used. Following the list, the explanation of two of the examples is provided.

Appendix	No. Of occurrences	English	Danish
C	1	<u>Internal wireless card</u>	<u>Wi-fi</u>
D	1	<u>Secure Digital (SD) Memory Card</u>	<u>SD-hukommelseskort (secure digital)</u>
F	1	USB/audio/video output connector	USB-/A/V-udgangsstik

Table 12: Reduction

Example 1 (Appendix C)

English: Internal wireless card

Danish: Wi-fi

This example of the use of reduction is somewhat special because ‘wi-fi’ is not an actual abbreviation of ‘internal wireless card’. However, it does signify the same thing. ‘Wi-fi’ is commonly thought to be an abbreviation of ‘wireless fidelity’, but this is not true. ‘Wi-fi’ is actually an abbreviation of nothing in particular. However, this expression, ‘wi-fi’, does mean the same to people as ‘internal wireless card’, but may be a little easier to understand for most people because it is a designation which is commonly used. Therefore, I will consider this an example of the use of reduction.

Example 2 (Appendix D)

English: Secure Digital (SD) Memory Card

Danish: SD-hukommelseskort (secure digital)

In this example of reduction, the designation ‘Secure Digital’ and the abbreviation ‘SD’ are both contained in both the English CN and the Danish translation. However, in the English version ‘Secure Digital’ must be considered the most important as ‘SD’ is in parenthesis. In the Danish

translation, 'SD' must be considered the most important as 'secure digital' is in parenthesis. This is the reason why I will consider 'Secure Digital' from the ST to have been abbreviated into 'SD' in the TT. Furthermore, the English CN has been translated into a CN. Therefore, this must be an example of the use of reduction.

The previous examples of reduction were meant to show the reader how examples of this translation strategy may differ, in spite of the fact that they have been analysed as belonging to the same translation strategy.

4.3.9 Change of Meaning

In this section, a list of the instances in which the strategy of change of meaning has been employed is provided. Furthermore, the two examples are explained below.

Appendix	No. Of occurrences	English	Danish
G	1	<u>Hang-up loop</u>	<u>Drejeledning</u>
H	1	<u>SPOT/DOCK Button</u>	<u>Dok/demo-knap</u>

Table 13: Change of Meaning

Example 1 (Appendix G)

English: Hang-up loop

Danish: drejeledning

(gloss: swivel cord)

This example of the use of change of meaning clearly demonstrates how this translation strategy works. The meaning of the English CN and the Danish CN are obviously not the same, in fact one might say that they have nothing to do with each other. Why the meaning of the English CN has been changed in the TT remains unclear, but that is not the point of this strategy. The point is that the meaning has changed. Furthermore, the translation is still a CN. Therefore, I will consider this an example of the use of change of meaning.

Example 2 (Appendix H)

English: SPOT/DOCK Button

Danish: Dok/demo-knap

(gloss: dock/demo button)

In this example of change of meaning, the change is less imposing as only a part of the CN has changed meaning. This is the part 'SPOT', or in Danish 'demo', which has changed. Like it was the case in the previous example, these two parts cannot be considered to mean the same.

Furthermore, both the original and the translation are CNs. Consequently, this must be considered an example of the use of change of meaning.

These examples were to demonstrate how examples of the use of the same translation strategy may not be all that similar, even if they do belong to the same strategy.

4.3.10 Erasure

Below is a list of the occurrences of the use of the strategy of erasure which can be found in the data pertaining to this study. Furthermore, the explanation of a few selected examples is provided after the list.

Appendix	No. Of occurrences	English	Danish
C	1	Phaser 6010	-
C	1	WorkCentre 6015	-
C	1	Desktop	-
E	1	<u>Bluetooth® technology status</u>	-
E	1	Smartphone link	-
E	1	Battery gauge	-
G	1	Bathroom	-
H	1	<u>Faceplate</u>	-
H	1	SPOT Button	-
H	1	Dirt Detect™	-

H	1	CLEAN/Power Button	-
H	1	DOCK Button	-
H	1	MAX Button	-

Table 14: Erasure

Example 1 (Appendix E)

English: Bluetooth® technology status

Danish: -

This example of the use of erasure is very clear. The English CN is part of a small box with symbols and their explanations. However, for some reason the explanation contained in this CN and the symbol to which it belongs must have been considered unimportant to Danish readers as it has been deleted entirely from the TT. This is the reason why it will be considered to be an example of the use of erasure.

Example 2 (Appendix H)

English: Faceplate

Danish: -

Like the one before it, this is an example of erasure in which the English CN, 'faceplate', has been completely deleted from the TT. As was the case with the previous example, this CN has been completely removed from the TT. Consequently, it must be considered an example of the use of erasure.

In the above, all CNs from the data were analysed and selected CNs were explained. The explanations of the selected CNs should have aided in clarifying the reasons why the remaining CNs were analysed as is the case.

4.3.11 Results of Qualitative Analysis

This section will present the results of the qualitative analysis. Firstly, a table will show the numbers connected to the analysis. Secondly, some comments on those numbers will be made.

Below is a table listing all the translation strategies, the number of occurrences and the approximate percentages of the total number of CNs connected to each strategy.

Strategy	No. Of occurrences	Approximate Percentage
Transfer	9	3
Translation and Transfer	24	8
Straightforward Translation	154	54
Decompounding	5	1
Explicit Translation	3	1
Rewording	73	25
Implication	2	1
Reduction	3	1
Change of Meaning	2	1
Erasure	13	5
<i>Total</i>	<i>288</i>	<i>100</i>

Table 15: Results of Qualitative Analysis

As can be seen from the table above, there are clear tendencies in the apparent choice of strategy. More than half of the CNs have been translated by the use of straightforward translation. One in four of the CNs have been translated by the use of the strategy of rewording. Together, these two strategies account for 79% of the translations of CNs. The second-most frequent strategies are the strategies of translation and transfer, and erasure. These two comprise 13% of the total number of translations. The remaining 8% of the translations are a mix of the uses of transfer, decompounding, explicit translation, implication, reduction and change of meaning.

4.3.12 Discussion of Qualitative Analysis

In this section, the results of the qualitative analysis will be discussed and commented on.

Furthermore, the effect which the analysis has had on the thesis will be commented on.

As formerly stated, the microstrategies of Schjoldager which feature in the model formulated for this thesis mainly belong to the more ST oriented part of the microstrategies. If we consider Schjoldager's microstrategies to be points on a continuum, going from ST oriented to TT oriented, the ones employed in this thesis can mainly be considered to come from the ST oriented part. This has a lot to do with the fact that the texts involved in this thesis are technical texts. This type of text mainly conveys facts, they do not need to be artistic and colourful, instead they need to be correct and to stay relatively close to their STs (Byrne 2012: 28). This trait means that employing TT oriented strategies should, in theory, not be necessary. As can be seen from the results of the qualitative analysis, some of the more TT oriented strategies have indeed been employed.

However, the use of the strategies in which Schjoldager's more TT oriented microstrategies have been employed is rather limited. These strategies are implicitation, reduction, change of meaning and erasure, and together they only constitute about 8% of the translations. This fact seems to emphasise the point that technical texts should mainly be translated in an ST oriented manner. However, these strategies have been used even if the use of them is rather infrequent. This seems to tell us that even technical texts, which usually stay quite close to their STs, will, at times, contain translations which are more TT oriented.

As mentioned in the results of the qualitative analysis, the most frequently used strategy for the translation of CNs in the selected manuals, is straightforward translation. This could, as mentioned in the above, mean that the translators are trying to stick to the norms of technical texts by staying very close to the STs. However, as previously mentioned, it should be considered that a direct form of translation is generally thought of as the most obvious and instinctive way of translating a text, meaning that this decision may not have been consciously made.

Furthermore, it should be considered that the model of analysis which is employed in this thesis may also have affected the results of the analysis. This means that the use of another model might have yielded a different result. For example, in the strategy of straightforward translation, Schjoldager's direct and oblique translation are combined as one strategy, meaning that this

strategy does not distinguish between whether the CN in question was translated with a focus on the words or the meaning. Had the angle of the thesis been a different one, this distinction might have been considered relevant. However, in this thesis it was not.

The data which was employed in this study may also have greatly affected the results. In section 2.7.2 we were informed that a Danish CN can reach a letter count of 50 letters or more. However, the data used in this study did not include any CNs of such a length, or even any that came close. The longest Danish CN from the data is perhaps ‘multifunktionsproduktiviteten’ (Appendix C), which can only boast 27 letters. Had the data contained CNs of a more complex nature, then the use of straightforward translation would perhaps have been less frequent. On the other hand, the CNs might have been even less complex than they are and so the use of straightforward translation would probably have been even more frequent.

As previously mentioned, the same English CN may appear in the analysis in more than one place, as the same CN may have been translated in more than one way within the same user manual. One might think that translating the same CN in more than one way in the same user manual would affect the comprehensibility of said user manual in a negative way, and that is probably the case in some instances. However, if the two translations involve the same choice of words, it may not affect comprehensibility very much. Consider this example from the data (Appendix A):

English: Volume buttons

Danish 1: Knapper til justering af lydstyrke

(gloss: buttons for the adjustment of volume)

Danish 2: Lydstyrkeknapper

(gloss: volume buttons)

In this example, it seems fair to assume that readers would understand alternative 1 as well as alternative 2, and that they would understand that the buttons which are being referred to are the same in 1 as in 2. However, figuring out that the two translations denote the same thing would probably demand a little more time than if they had been translated in the same way. We cannot know exactly why the choice to translate in two ways is sometimes made. However, the reason

may be that one translation fits one context and the other fits a different context. On the one hand, making use of an explanation, like in 'Danish 1', may not be preferable if a unit is to be repeated several times in a text, because it would elongate the text and perhaps make it awkward to read. On the other hand, an explanation may be needed in order to make sure that the readers will understand what is referred to. Consequently, incorporating two different translations of the same CN in one user manual may make sense in some cases, even if it will mean that the readers will have to spend a little more time when they read the manual.

Originally, this thesis was supposed to have contained a quantitative analysis which would be based solely on the numbers which would be derived from the qualitative analysis. The number of occurrences of each strategy for translation was thought to be able to tell us something about the general effect that the translation of the CNs had had on the user manuals – whether the comprehensibility had been affected in a positive or negative direction. In theory, it seems fairly simple to label one strategy *positive* for the general comprehensibility and the next *negative*. However, during the qualitative analysis of the data it was discovered that a lot of the CNs and their translations do not fit the theoretical boxes of *positive* and *negative* for comprehensibility. For example, translating a CN by the use of an abbreviation is, as previously mentioned, considered to affect the comprehensibility of a text in a negative direction. However, as was demonstrated in the analysis of the translation of 'Internal Wireless Card' into 'Wi-fi', this is not always the case. This is the reason why a survey was introduced as a quantitative method. The survey allows us to get a sense of what people actually think of CNs, when they prefer them and when they want them to be explained. The qualitative analysis provided a rather theoretical view at the translation of CNs in manuals, and by making use of a survey I will endeavour to provide a perhaps less theoretical, but real-world look, at the way in which the translation of CNs affects comprehensibility.

5 Quantitative Analysis and Results

In this chapter, the quantitative part of the study will be conducted. Firstly, the method of survey will be introduced and explained in order to provide the reader with an idea of how and why the survey has been conducted the way it has. Secondly, the results of the survey will be given. Lastly, the results of the survey will be discussed along with possible connections with the qualitative part of this thesis.

5.1 Method of Survey

In this section of the thesis, the method of survey will be explained and the online survey which was employed in this study will be examined in connection with the choice of examples and the general composition of the survey as well as the respondents.

The method of survey may be considered the quantitative part of the design for this study (Creswell 2014: 12). When the survey has gained a sufficient number of answers, the results, gained from this small sample of people, should enable me to generalise those results in order to say something interesting (Creswell 2014: 156). In this thesis, fifty answers to the survey will be considered sufficient to generalise from. However, I will probably not be able to generalise to a population because the sample will not be completely random, as will be discussed later. Furthermore, this choice of a survey has been made because it will provide a view at the reaction of real people to the selected examples.

Comprehensibility can be hard to assess (Hönig 1998: 49). As previously mentioned, in theory it seems fairly simple to name one translation strategy positive for comprehensibility and another negative. However, this is not always the case as can be seen from the qualitative analysis pertaining to this thesis, which is why it will be interesting to see what real people think of the examples chosen for the survey. The employment of the survey in this study will coincide very well with the research question which was posed concerning the translation of CNs and how that affects comprehensibility.

The survey consists of ten questions, each containing two alternatives – one is a CN, the other is an explanation of the CN. The examples from the various user manuals are presented in no specific order, those of the examples which are set in sentences in the manual from which they come will also be set in sentences in the survey, the remaining will not. This means that some of

the examples will consist of complete sentences, whereas others will consist only of a CN. This has been done in order to achieve examples which are as true to life as possible, meaning that the respondents should get an experience which is as close to the real thing as is possible in a survey. Furthermore, as can be seen below, the CNs and their explanations have not always been placed in the same order. This has been done in order to render it less obvious what the survey is actually about. Should the respondents figure out the real purpose of the survey, it may affect the way they answer it. In order to gain as many answers as possible, the survey will be shared on Facebook. This should also ensure that the demographic composition should, to some degree, be varied in age and gender as well as education, automatically rendering the sample random to a certain degree. However, sharing the survey on Facebook will also mean that I can have no real control over who answers the survey, or how many people choose to answer the survey. Furthermore, it should be noted that sharing the survey on Facebook will mean that the greater part of the respondents will be acquaintances of mine, which means that a great part of them will be similar to myself both in age and education. Moreover, using Facebook for sharing the survey, will also mean that I cannot reach people who are not on Facebook, e.g. elderly people, who may represent a part of the population in which the tendency to struggle to understand written information is greater than in the population in general.

In answering the survey, the respondents will simply have to answer whether they consider alternative A or alternative B to be the easiest to read and understand. Furthermore, they will be provided with the opportunity to comment on each choice as well as their overall opinion.

All examples included in the survey are in Danish, which means that only people who understand Danish can answer it. Furthermore, it should be noted that not all of the translation strategies which were presented in section 4.2.2 can be considered to be included in this survey. This choice has been made because it was considered impossible to include some of the strategies. For example, the translation strategy of erasure; the inclusion of this strategy would have meant that one of the examples in the survey would have consisted of ‘-’. One cannot be expected to evaluate the comprehensibility of nothing, which is why this particular strategy has been left out. Another example of a strategy which has been left out is that of transfer. This strategy has been left out because it would mean that the respondents would have to consider the comprehensibility of a

CN which would be in English, seeing as the unit would not have been translated. This survey was, from the beginning, meant to be available only to Danish-speaking people, meaning that including an example which was all English would exclude some of the respondents from answering the survey. Furthermore, including this strategy should, in theory, mean that the two alternatives would be represented in the same way, rendering the choice between them irrelevant.

The survey is presented below. The survey which the respondents were presented with contains no underlinings and all the parts which are marked in bold have not been included in the survey, they are included here simply to guide and inform the reader. The underlined parts come from the data, whereas the parts which are not underlined were formulated by me for the purpose of this survey.

Det tager ca. 3 minutter at svare på dette spørgeskema. Du skal ganske simpelt vurdere, hvilket af de to alternativer, der er lettest at læse og forstå. Hvis du vil kan du vælge at kommentere på dine valg i forbindelse med hvert alternativ eller til sidst i spørgeskemaet.

Mange tak for hjælpen

- 1 a: knapper til justering af lydstyrke (**Appendix A**)
b: lydstyrkejusteringsknapper
- 2 a: multifunktionsproduktivitet (**Appendix C**)
b: produktivitet med multifunktioner
- 3 a: brug af skærmtastaturet (**Appendix E**)
b: brug af tastaturet på skærmen
- 4 a: Port til HDMI-skærm (**Appendix I**)
b: HDMI-skærmport
- 5 a: indsugningsområde (**Appendix J**)
b: område hvor indsugning foregår
- 6 a: møtrik formet som en ring
b: ringmøtrik (**Appendix B**)
- 7 a: Roomba bruger sin Light Touch Bumper-teknologi til at identificere vægge og andre forhindringer.
b: Roomba bruger sin teknologi kaldet Light Touch bumper til at identificere vægge og andre forhindringer (**Appendix H**)
- 8 a: oversigt over iPad (**Appendix A**)
b: iPad-oversigt
- 9 a: salatskufferumopdeler
b: rumopdeler til salatskuffen (**Appendix J**)
- 10 a: Effektive scanningsfunktioner, inklusive Scan til netværk, e-mail eller standardiseret hukommelsesenhed til USB-indgang
b: Effektive scanningsfunktioner, inklusive Scan til netværk, e-mail eller USB-standardhukommelsesenhed (**Appendix C**)

Figure 1: Survey

As can be seen from the above presentation of the survey, the examples vary in length and context as well as complexity. Furthermore, the examples come from a lot of different user manuals and vary between whether the CN or the explanation comes from the data.

5.2 Results of Survey

This section will present the results of the online survey along with some of the more interesting comments which were made by the respondents. 99 people answered the survey over a period of 5 days. For some reason, however, examples 1 and 8 were only answered by 98 people.

Example 1:

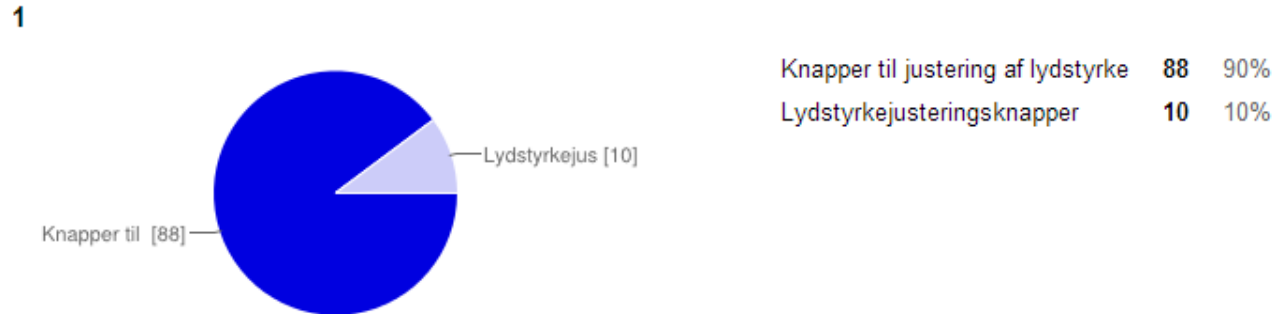


Figure 2: Example 1

As can be seen from the above, there was a strong tendency towards agreement between the respondents in connection with example 1. 90% thought that the explanation of the CN was easier to understand than the CN.

Several of the respondents commented that it was easier to read and understand the first alternative because the words are split up. Furthermore, a respondent commented that the CN *lydstyrke* was 'fine'.

Example 2:

2



Figure 3: Example 2

This example seems to have caused more disagreement among the respondents. However, the predominant part of the respondents still agreed that the explanation was easier to read and understand than the CN.

Five of the respondents commented on this example, three of them commented that they had a hard time understanding either of the alternatives. These comments could imply that this example was too complex for the survey and that it should not have been included to begin with. However, it is also interesting to see what people consider to be hard to understand.

Example 3:

3

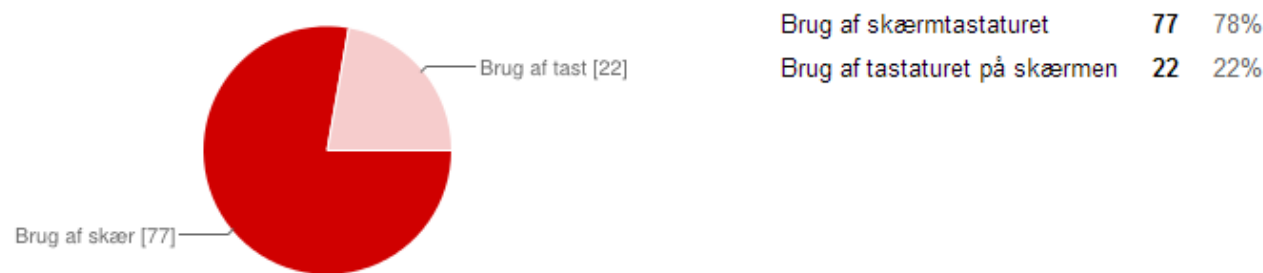


Figure 4: Example 3

In this case, almost 80% of the respondents agreed that the CN was preferable to the explanation.

One of the respondents commented that the reason why the CN was easier to understand might be that it ‘seems to be a word which already exists’.

Example 4:

4

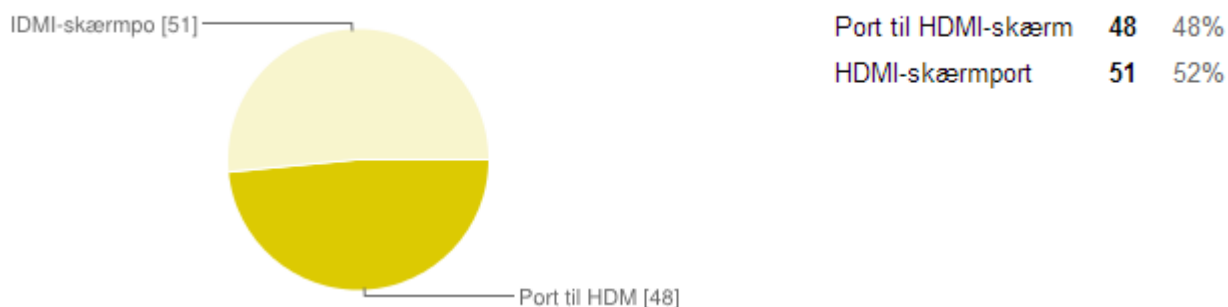


Figure 5: Example 4

This example has truly divided the respondents into two groups; a little more than half prefer the CN, the rest prefer the explanation.

Two respondents suggested that one might use 'HDMI-port' instead of either of the alternatives. One respondent commented that he or she did not know what either of the alternatives denote.

Example 5:

5



Figure 6: Example 5

Regarding this example, the respondents seem to prefer the CN, even if it is a somewhat long word.

Only one respondent commented on this and said that the first alternative was 'short and precise'.

Example 6:

6



Figure 7: Example 6

As it was the case with the previous example, it seems that the respondents prefer the CN to the explanation in this example.

One respondent commented that the first alternative, the explanation, seemed like a ‘dumbing down’.

Example 7:

7

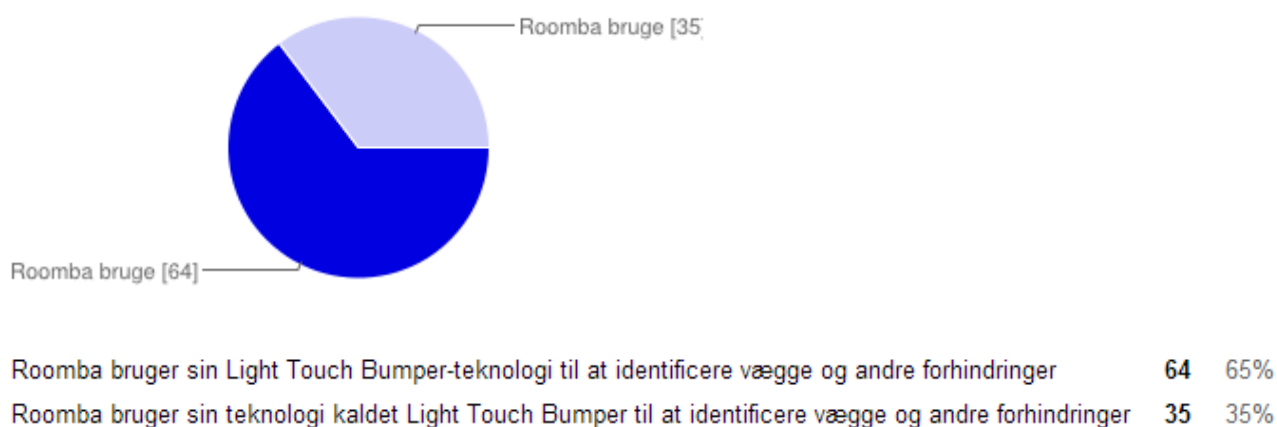


Figure 8: Example 7

This is another example in which the respondents prefer the CN to the explanation.

One respondent commented that a Roomba (vacuum cleaning robot) cannot do what is described in the sentence and tried to improve the sentence, though not the CN. Another respondent commented that he or she did not understand the sentence.

Example 8:

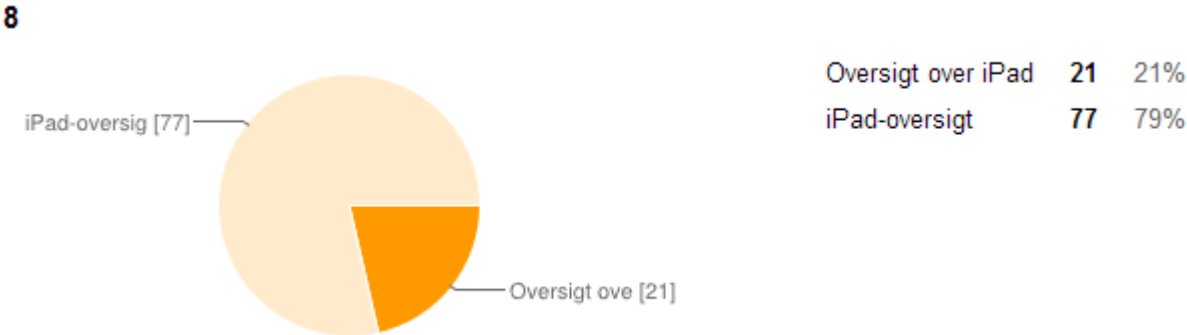


Figure 9: Example 8

Once again it seems like there is a clear tendency to prefer the CN to the explanation.

However, three respondents commented on their choice of alternative – all three said that they needed some kind of ‘context’ to be able give a good answer.

Example 9:



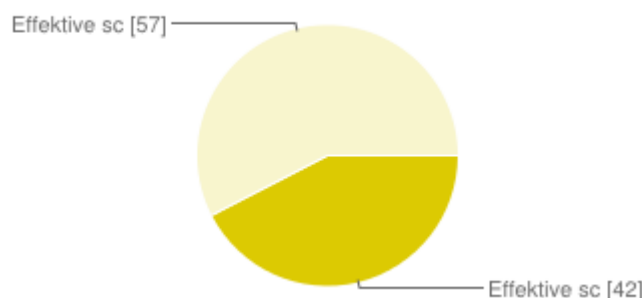
Figure 10: Example 9

This example is the one of all ten examples which has shown the clearest preference among the respondents, 97% prefer the explanation to the CN.

Two respondents commented that *salatskufferumopdeler* has too many words in one to be readable. One respondent thought that *salatskuffe* was ‘a funny word’.

Example 10:

10



Effektive scanningsfunktioner, inklusive Scan til netværk, e-mail eller standardiseret hukommelsesenhed til USB-indgang	42	42%
Effektive scanningsfunktioner, inklusive Scan til netværk, e-mail eller USB-standardhukommelsesenhed	57	58%

Figure 11: Example 10

This example shows one of the greatest divisions among the respondents, as they have almost been divided into two equal groups of those who prefer the CN and those who prefer the explanation. However, the greater part still prefers the CN.

One respondent commented on what was considered to be mistakes in spelling and the use of capital letters. However, these have been transferred directly from the data in which the sentence can be found. This same respondent also commented that both sentences were 'technical nonsense'. Another respondent commented that the difference between the two was not all that great.

Results in Total

Below, a table showing the distribution of preferences according to the answers given in the survey is provided. The table is divided into three different categories; CN, Explanation and Unclear. 'CN' denotes a preference for the CN, 'Explanation' denotes a preference for the explanation of the CN and 'Unclear' denotes an almost equal distribution between the two previous possibilities.

	CN	Explanation	Unclear
<i>Total</i>	5	3	2

Table 16: Results in Total - Survey

As shown in the table, in half of the cases people tended to prefer the CN to an explanation. Moreover, the 2 'Unclear' results both showed a slight tendency to prefer the CN to the explanation.

Furthermore, it should be added that in 6 out of 10 cases, the respondents preferred the translations which are found in the data to the ones which were manufactured for the purpose of this survey.

Conclusive Comments

Conclusive comments from some of the respondents, made after having answered the whole survey.

- 'At first, I thought it would be easier to read the divided words, but in some cases the compounded words made more sense to me'
- 'Some of the things were a little difficult and ambiguous without a context'
- 'In general, I thought this was hard to answer because the words are out of context. It is easier if you can see the point of the sentence'
- 'Readability is very important to me'

5.3 Discussion of Results of Survey

This section will discuss the results which were found in the quantitative part of this thesis, namely the survey. Furthermore, these results will be compared to the results of the qualitative analysis, when it makes sense to do so.

In the section about the results of the survey, we saw that in 50% of the cases the respondents preferred a CN to an explanation and only in 30% of the cases did they clearly prefer an explanation. This seems to indicate that the respondents tend to prefer a direct form of translation to a rephrasing of the CN. As mentioned in the literature review, Andreassen (2010) also concluded that a direct form of translation was considered preferable to an explanation or rephrasing of the CNs.

There may be several reasons why the respondents seem to prefer a direct form of translation. For instance, the respondents may consider some of the CN examples chosen for the survey to be

easier to read and understand because they are fairly well acquainted with these. If the respondents have previously encountered, or perhaps regularly encounter, a CN it should be fair to assume that they would consider this CN easier to read and understand than an explanation of it. An example of this could be found in example 3 from the survey, in which the CN 'skærmstaturet' is featured, this is a word which a lot of people may have encountered before, which may cause them to choose it over an explanation. Indeed, one respondent commented that this word seemed to 'exist already'.

Moreover, in some cases it could be that the CN can be considered fairly self-explanatory, rendering the explanation the more complicated choice. In example 6 from the survey, we find the CN 'ringmøtrik', which, even though it is not a very common word, is fairly easy to understand. This could be considered an example of a CN which would be preferred because the explanation, as one respondent commented, is a 'dumbing down' of the CN. This seems to indicate that the CN in question is too simple for an explanation to be preferable.

Furthermore, there may be a very valid reason why the respondents so clearly preferred an explanation in 3 cases. Consider the CNs in examples 1, 2 and 9, 'lydstyrkejusteringsknapper', 'multifunktionsproduktivitet' and 'salatskufferumopdelers'. These are the cases in which an explanation was clearly preferred, they are some of the longest and most complex CNs employed in the whole survey, and that fact may be a possible reason why the explanation was preferred in these cases.

This seems to indicate that the respondents prefer CNs as long as they are either well known, easily understood even if not previously encountered or relatively short and simple. However, in some cases an explanation seems preferable, for example when a CN cannot live up to the previously mentioned criteria. Furthermore, it might be worth considering that 2 out of 3 of the above examples of complex CNs were constructed for the survey and only one actually comes from the data. This may indicate that translators are making an effort to favour the needs of their readers when they translate CNs. The fact that the respondents preferred the examples from the data in 60% of the cases may further support this.

Furthermore, some of the comments from the respondents to the survey seem to indicate that some form of context is, in some cases, needed in order to be able to evaluate the

comprehensibility of one translation compared to another. In the literature review pertaining to this thesis, it was also mentioned that Andreassen (2010) had made a similar conclusion in her study of compound nouns. It is interesting that two independent studies of compound nouns should conclude the same thing, namely that context is important to understanding, and we must consider these two studies to support each other in that conclusion.

When considering the results of the quantitative part and the qualitative part of this thesis, it seems that they coincide very well in their findings. The qualitative part showed us that the most common strategies for the translation of CNs are straightforward translation and rewording, straightforward translation being the more frequent of the two. Then, when the quantitative part is considered, it seems to acknowledge the fact that the respondents generally tended to prefer a direct, or straightforward, form of translation slightly to a rewording, or explanation, of the CN. This appears to indicate that the translators who translated the user manuals used as data for this thesis have, in general, chosen good strategies when it comes to comprehensibility as both translators and readers seem to prefer a fairly direct form of translation, and in more complex cases a rewording, which is what the translators seem to be doing. It would seem that as far as the skopos of the user manuals is concerned, the translators also seem to be doing a good job as we must assume that an agreement between what is actually done and what the respondents prefer must mean that the translation of the CNs is affecting the comprehensibility of the manuals in a positive direction. This should mean that the translation of the CNs is also aiding in fulfilling the skopos of these translated manuals.

6 Discussion and Conclusion

In this chapter of the thesis, a conclusion to the study will be provided. I will attempt to answer the research questions, which were posed all the way back in the problem statement, based on the findings of this study. Furthermore, other approaches which might have been employed instead of the one chosen for this thesis will be discussed. Hereunder, other methods which might have been used and a different choice of data will be examined and possible effects on the outcome will be commented on. Lastly, some possibilities for new research which this study may inspire will be looked at.

Which strategies are used in the translation, from English into Danish, of compound nouns in user manuals?

As we saw in the qualitative analysis and the results of said analysis, there are clear tendencies in the apparent choice of translation strategies employed by translators when they encounter CNs in user manuals. The choice which is clearly predominant is that of a direct form of translation, in this thesis titled a straightforward translation. This choice is closely followed by the choice of an explanation of the CN, in this thesis titled a rewording.

In the data, eight other strategies for translation were observed. However, the use of the remaining strategies was far less frequent than that of rewording and straightforward translation. Straightforward translation and rewording are perhaps the most obvious choices when it comes to the translation of CNs in technical language. As far as this study is concerned, it seems that the most frequent choice is that of a direct form of translation. As previously mentioned, a direct form of translation is often the instinctive choice when making a translation, which is a notion that seems to be confirmed by the results of this study, seeing as 54% of the translated CNs were translated in a direct way. As previously stated, the translation strategies of straightforward translation and rewording constitute 79% of the translations in this study. The remaining 21% were translated by the use of strategies which include such choices as e.g. deleting the CN from the TT, changing the meaning of the CN or simply transferring the CN from the ST to the TT.

How might the choice of translation strategy affect the comprehensibility?

As previously mentioned, the choice of translation strategy and its effect on the comprehensibility of the user manuals which have been studied can be hard to determine. At first, it seemed simple to divide the strategies into groups of *positive* and *negative* for comprehensibility. However, it turned out to be more complicated than that. The CNs which were analysed did not always conform to what was prescribed by theory. In some cases, it even seemed to be just the opposite. However, when the results of the survey were brought into the equation it seemed to shed more light on the way in which the choice of translation strategy affects the comprehensibility. According to the results of the survey, the respondents seem to favour CNs over explanations and a direct form of translation over a rephrasing. The fact that the qualitative analysis showed that straightforward translation was the predominant choice of strategy and the fact that the survey showed that respondents prefer CNs to explanations seems to indicate that the way in which the translators of the user manuals in question have translated the CNs is good for comprehensibility. One might almost say that the translators and the respondents to a great extent agree on how the CNs should be translated. This seems to indicate that the translators must have also, at least to some extent, succeeded in fulfilling the skopos of making sure that the translated user manuals are comprehensible and useful to the readers. Not only do the translators and respondents seem to largely agree on the way in which the CNs should be translated, but in the survey the respondents also chose the alternative from the data in 60% of the cases. The fact that the respondents chose the alternative from the data in 60% of the cases may be considered to support the claim that the translators have, to some degree, succeeded in fulfilling the skopos of the manuals in terms of comprehensibility with regard to CNs. Furthermore, it would seem that the translators had the readers in mind when they made the translations. However, this is only something we can guess at.

This study is interesting because it may aid translators and people training to be translators in discovering the best way in which to translate CNs in technical language for laymen. Although the study can only say something more specific about the 10 user manuals, which were used as the data, these user manuals should represent a good sample of the user manuals available for electric products. Furthermore, the study has provided both a theoretical look at the CNs in the

qualitative analysis, in which the use of various strategies was considered, and a more real-world look at the translation of CNs in connection with comprehensibility in the quantitative part.

However, as will be mentioned in the following sections, there are still several new angles which may be applied to this field of research.

6.1 Alternative Approaches

This section will explore some of the alternative approaches which might have been employed in the course of this study instead of those which were used. Firstly, the possibility of another method will be explored. Secondly, the option of having used different data will be looked at.

6.1.1 Other Methods

One possibility which may be considered valid in the examination of the translation of CNs in user manuals and their effect on the comprehensibility of said user manuals, may be that of a more extensive survey. The survey employed in this thesis is quite simple and a more expansive survey might provide a better look at how people perceive CNs and how easy or difficult they are to comprehend. If a survey of this kind had been employed, one might have considered using a more controlled compilation of respondents in order to ensure that the results could be generalised to a population.

Another possibility which might have been considered is that of conducting interviews with translators. This possibility would have afforded us a look into the minds of actual translators, the thoughts behind their translations and their use of strategies.

Both of these possibilities will be mentioned in section 6.2 'Future Perspectives'.

6.1.2 Different Choice of Data

The data employed in this study consisted of user manuals for electric products. However, other data might also have been employed. One could e.g. have used user manuals from non-electric products, or a mix of user manuals from electric and non-electric products. Furthermore, one might have stayed within one type of product category e.g. smartphones or tablets and used only user manuals from that type of product.

If user manuals from non-electric products had been employed, the CNs involved would probably have been less complex, meaning that explanations would have been needed less frequently and

that a direct form of translation would in most cases have been a good solution also in terms of comprehensibility.

Employing user manuals belonging to a very specific type of product, e.g. smartphones, might have made the research conducted in this thesis more exact, meaning that something more precise could have been said about that particular type of user manual. However, employing only manuals pertaining to one type of product would also have narrowed the research somewhat, as the research would only be focused on the translation of CNs in that particular type of manual.

Had the method for this thesis been another one, the data used for it might also have been different. This means that the data could have consisted of any type of data which might have been employed in any alternative method which would have suited the subject of this thesis. However, I will not be going further into that as there may be multiple possibilities depending on the methods which may be considered relevant.

6.2 Future Perspectives

In this final section of the thesis, possible further research which this study may inspire will be explored and suggestions to future studies will be made.

An aspect which was not included in this thesis is that of the opinion of actual translators. It might be interesting to not only guess at the strategies which translators employ in the translation of CNs based on the analysis of data, but to ask the translators. One might e.g. create a survey or interview a number of translators in order to find out what they do, why they do it in that way and if they even make these decisions consciously.

It might also be relevant to test the comprehensibility of translated CNs in context. This could be done e.g. by translating two technical texts of similar length and difficulty containing a number of CNs. In one text all of the CNs would be translated into CNs and in the other they would be translated into explanations. These texts could then be evaluated in terms of comprehensibility by a test group.

Furthermore, it could be interesting to investigate the effect which the use of e.g. machine translation might have on how CNs are translated. One might try to see the contrast between a human translation and a machine translation by letting a technical text be translated by machine

and human translation respectively, and then let a test group evaluate the results in terms of comprehensibility.

This study may inspire several new studies with different angles and approaches, those mentioned above are only some of the possibilities one might imagine and several more could be just as relevant. As we saw in the introduction to this thesis, the field connected to the translation of CNs in technical language remains unexplored to some degree. Therefore, there are still many interesting points about this field which may be explored.

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